

#13

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Tuesday, December 10, 2019 9:48:52 AM
Last Modified: Monday, February 10, 2020 4:38:29 PM
Time Spent: Over a month
First Name: John
Last Name: Escobedo
Email: john.escobedo@gcccd.edu
Custom Data: Pathway Academy
IP Address: 160.227.129.222

Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

PAthway Academy (Title V HSI Grant)

Q2 Lead Author and Collaborators:

John Escobedo

Q3 Dean/Manager:

Jessica Robinson

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

To create educational opportunities and enhance program quality to improve college enrollment, student retention, and student success of underrepresented students at Cuyamaca College by establishing access to campus resources, building a sense community, and developing career and life readiness skills for our program students.

Q5 Describe how your service area supports the College's mission:

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services. To facilitate this mission, Cuyamaca College established the following priorities outlined in our institutional 2016-2022 Strategic Plan:

- Acceleration
- Guided Student Pathways
- Student Validation and Engagement
- Organizational Health

The Title V team (Pathway Academy) supports the mission, values, and strategic priorities of Cuyamaca College by integrating three of the four institutional priorities into the goals and objectives of Pathway Academy. As a program, we provide access to accelerated courses in math, English, and ESL to our program students during their first year at Cuyamaca. The goal is for students to finish their math and English transfer requirements within their first academic year to transfer to a university or achieve their program certification. We also provide Guided Student Pathways services to our program students by providing academic advising from start to completion. To accomplish this task, program students are assigned a counselor that will provide consistent student academic advising for two years while attending Cuyamaca College. Student Validation and Engagement are also major program components that are part of Pathway Academy. We work with faculty that have received training in and implement Culturally Responsive Teaching and Learning strategies within their classroom setting. Faculty trained in culturally responsive teaching and learning understand the importance and significance of validating the student experience to increase student retention and success rates. Programmatically, we also coordinate campus wide engagement events to foster a sense of community and belonging for our program students. We organize at least one monthly student engagement activity throughout the semester to validate the social and cultural experiences of our program students.

Q6 Is the service area description in the current college catalog up to date and accurate? **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses? **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.

Respondent skipped this question

Q12 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Respondent skipped this question

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department or discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses? **Respondent skipped this question**

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? **Respondent skipped this question**

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs? **No, and it does not have PLOs**

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission. **Respondent skipped this question**

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1: **Respondent skipped this question**

Q26 Degree/certificate #2: **Respondent skipped this question**

Q27 Degree/certificate #3: **Respondent skipped this question**

Q28 Degree/certificate #4: **Respondent skipped this question**

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:

Respondent skipped this question

Q37 Degree/certificate #11:

Respondent skipped this question

Q38 Degree/certificate #12:

Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle? **Respondent skipped this question**

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? **Respondent skipped this question**

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Respondent skipped this question**

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students? **Yes**

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

As a Hispanic Serving Institution grant program, Pathway Academy is required to work with underrepresented students at Cuyamaca College—specifically Latinx students. Currently, we are serving 357 students in Pathway Academy and over 80% of these students come from a Latinx cultural background. Most of these students are First Generations college students, receive financial aid assistance, and are not familiar with the college onboarding processes and/or college policies. Pathway Academy provides new student advising guidance for this student demographic to ensure a smooth transition into college life at Cuyamaca.

Q47 How does the service area ensure it is addressing the needs of its student population?

The Pathway Academy is part of a wide range of educational programs and student support services working collaboratively to provide new incoming students with a positive college experience to ensure students are not only successful, but also feel involved, supported, and validated. In essence, Pathway Academy strives to enable students by providing clearly guided pathways to completion that teaches the self-directed learning process to foster a sense of confidence, independence, and success. In order to create this impactful college experience, the program provides students with access to accelerated courses in math, English, and ESL; guided student pathways; and organized campus wide events to foster a sense of community through student validation and engagement. These program components follow the Cuyamaca's six-year strategic plan to help foster student success, which will help students attain their academic end goals in a timely fashion.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Faculty professional development in accelerated curriculum development has been an institutional priority. Curriculum redesign efforts are currently taking place in English, ESL, and math to implement acceleration curriculum in all three departments. The Title V program is currently working with the department chairs of English, ESL, and math to place our program students into accelerated courses. Current data results in accelerated English, ESL, and math are promising. First-time students enrolled in accelerated pathways leading into transfer-level math with concurrent support show a 67.6% success rate, which was on par with figures for previous years, meaning far more students were provided access to transfer-level math and success rates in transfer-level math courses remained steady. In short, far more students were successfully completing transfer-level math in their first year. Similarly, 73% of first-time students enrolled in accelerated pathways leading into transfer-level English with concurrent support were successful, again on par with previous years' figures. These success rates are extremely impressive considering enrollments into transfer-level math and English have increased by a combined 70 % in both subject areas. In sum, the College has seen great success in increasing both access and successful transfer course completion in math and English.

Cuyamaca College has also institutionalized multiple measures in English, ESL, and math. This new placement practice and policy will eliminate the long basic skills sequence that hindered student persistence and success in English and math. Prior to this, multiple measures were employed in math starting in fall 2016. In addition, the math department launched a co-requisite support model in fall 2016 such that all entering students had access to a transfer-level math course. Similarly, in fall 2016, the English department initiated a co-requisite support model for its gateway (transfer-level) English course. While the English department phased in this co-requisite model at a more gradual pace than math, the results of this initial implementation were decidedly positive. With this co-requisite support model in place, 62% first time college students now have access to transfer-level English, compared to 23% pre-co-requisite support. The large-scale implementation of co-requisite support and multiple measures in math resulted in dramatic increases in student access. Overall, the implementation of multiple measures and co-requisite support, 84% of all entering students were eligible for transfer-level math, compared to 24% during pre-multiple measures placement and pre co-requisite support.

Additionally, the Pathway Academy program has stayed committed to provide enriching professional development opportunities for faculty and staff to support the mission and values of Cuyamaca College. The grant has funded travel for faculty professional development to the Alliance of Hispanic Serving Institution Educators (AHSIE) Conference, Hispanic Association of Colleges and Universities (HACU) Conference, Mindfulness Training, Four Agreements Conference, Catalyst Teaching Conference, Counselors Conference, and College Exploration Day. The participation in these professional development conferences has helped faculty create a respectful and safe environment within the college for students to feel engaged and validated. These conferences also help faculty develop student centered strategies within the classroom setting to support underrepresented students.

The Title V team follows the efforts of the college to increase student success by providing clear guided pathways. To support this efforts, we have created a student support system made up of our program Admission and Records (A&R) specialist, we provide students with an assigned academic counselor, and selected student peer mentors to work with our program students. During the intake process of new student advising, the A&R Specialist creates a report that includes college registration process, development of comprehensive educational plan, declaration of major, financial aid advisement, and a student meet and greet with their appointed academic instructor/counselor and peer mentor. All of our program students develop a comprehensive educational plan by the end of their second semester at Cuyamaca College. This process not only provides students with meaningful new student advisement information, but also provides the wrap around student support services needed to ensure student success during their first academic year at Cuyamaca College.

As a program, we attempt to engage and validate students on campus as much as possible. The following engagement and validation events support Cuyamaca College's strategic plan of engagement and validation. The Pathway Academy JumpStart event provides students with registration and intake support, course schedule planning, and a Growth Mindset Workshop. The event also included a Parent Orientation in both English and in Spanish. In addition, make-up sessions at feeder high schools were offered to accommodate students that could not attend the JumpStart event. The Title V team also developed a two-week Summer Bridge program for student that provided workshops in Growth Mindset, Emotional Intelligence, Financial Aid, CTE/Transfer/Career information, DSPS/EOPS/General Counseling, and a Tutoring Center Orientation. In addition, the students were introduced to their counseling instructors/academic counselors. To continue with our efforts of student validation and enaaement. we carrv out Guided Pathway

Specialist (GPS) Meet and Greets. This event provides new incoming students the opportunity to meet and interact with our ten program peer mentors. During this event, GPS mentors introduce themselves to the students and participate in an engagement activity with their assigned mentees. Lastly, the Pathway Academy team provides students with monthly engagement activities to foster a sense of campus community. Students participated in a Talent Show, a Pumpkin Carving/Costume contest, Friendsgiving Day, and Holiday Extravaganza. These events help students create a sense of community by interacting with student peers, assigned peer mentors, program staff, and faculty.

Q49 What steps is your service area taking to advance the college's student success and equity goals?

Cuyamaca College is committed to professional development opportunities that will train our college faculty on equity minded strategies. The Title V (Pathway Academy) team established a partnership with the Institutional Effectiveness, Success, and Equity division to establish the Equity-Minded Teaching and Learning Institute (EMTLI). By working with the EMTLI institute, we are carrying forth our institutional goal of student Engagement and Validation. The Equity-Minded Teaching and Learning Institute is a major program milestone that has now been institutionalized by the college. Faculty that participate in the Equity-Minded Teaching and Learning Institute not only receive professional development training in equity practices and culturally responsive teaching and learning strategies, but also have the opportunity to participate in a year-long faculty community of practice. The purpose of a faculty led community of practice is to provide a safe space for faculty to develop pedagogical approaches in culturally relevant teaching and learning within the classroom setting. Culturally relevant teaching and learning practices recognizes and addresses the needs of students from diverse backgrounds and are a proven approach to increase academic retention and success. Participating faculty reviewed their own individual course data for student achievement gaps and discuss effective pedagogical approaches (CRTL strategies) to help eliminate identified achievement gaps in their courses. The Equity-Minded Teaching and Learning Institute has worked with 100 faculty members from both the Instructional Division and Student Services Division. The institutionalization of the Equity-Minded Teaching and Learning Institute is a major accomplishment that advances the college's student success and equity goals.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

2019 Sophomore Seminar Transfer and Internships.pdf (1.9MB)

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Time Management Workshop.png (86KB)

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

EMTLI-Flier edits 2.0.pdf (631.2KB)

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

PA JumpStart Flyer.pdf (568.2KB)

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

No

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

Instructional Division Partnership: Although Pathway Academy is housed under the Student Services Division, we are extremely proud of working across several college divisions at Cuyamaca. We currently work with several faculty members from Instruction that have participated in the Equity-Minded Teaching and Learning Institute's professional development training. Faculty members from History, Sociology, Psychology, Spanish, English, and Humanities have developed and implemented culturally responsive teaching and learning strategies to increase student retention and success rates. As such, we place a high number of our program students into the courses of these faculty members. Some of these faculty members have also created student learning communities in English and Humanities (Lindy Brazil) for the past two years. We are currently piloting another learning community in English and History (Karen Marrujo & Araceli Centanino) for the 2020 Spring semester.

Tutoring Center Partnership: We are also currently working with the Writing Center, ARC Center, and STEM Tutoring Center to develop Learning Assistance Plans (LA Plans) for students that struggled academically their first college semester or have been placed on academic probation. The objective is to develop a personalized Learning Assistant Plan that will help struggling students by providing study skills workshops and one-on-one tutoring to increase retention and success rates among our program students. By providing tutoring services to students struggling academically or placed on academic probation, our goal is to teach students how to practice self-efficacy in a college setting by utilizing college support services such as tutoring. In partnership with the Tutoring Center directors, we have agreed semester long private tutoring sessions and study skills workshops for our program students. These wrap around tutoring services have been approved and implemented to serve our program students starting the 2019 Spring semester. Currently, there are 20 students that have developed Learning Assistant Plans with the Tutoring Centers.

Career & Technical Education Partnership: Pathway Academy worked with Mary Sessom (CTE instructor) and James McFarland (instructor for the Mt. Miguel high school Matador's Business Academy) to develop a college field trip, "Coyote for a Day", for Mt. Miguel students. Twenty-seven Matador Business Academy (MBA) students came to Cuyamaca on October 22, 2019. During the day, students worked on assignments and quizzes in an online BUS 125 class. This exercise gave students a perspective of taking a class in an online environment. After the online session, MBA students had the opportunity to visit college courses of their choosing. Student visited the classrooms of Steve Weinert (Psychology), Michael Aubry (Business), Rachel Ferris (Business), Jolene Crowley (Graphic Design), Keenan Murray (Physics) and Danielle Pauls (Health Ed.). During the classroom lectures, MBA students were busy taking notes and observing the difference between college and high school course work. During lunch, a panel of student mentors from Pathway Academy talked about the importance of student support services at Cuyamaca to help students transition from high school to college. The day ended with a trip back to the BOT lab where students completed a writing assignment given by Rachel Becker from the Writing Center. Rachel explained the mechanics of a business letter to MBA students and they wrote a business letter to Dr. Sessom explaining three take aways from the Coyote for a Day event. A student survey has been prepared and completed by MBA students who participated in the event. Coyote for a Day was a great success and we will continue to work with Mary Sessom and James McFarland to coordinate future events to bring high school students to Cuyamaca College.

Our most current student cohort research data from our program's Fall 2018 semester through Spring 2019 semester illustrates the following student outcomes. Pathway Academy's student course retention rates are 94% (Fall 2018) and 89% (Spring 2019)—comparison student group retention rates are 91% (Fall 2018) and 90% (Spring 2019). Pathway Academy course success rates are 82% (Fall 2018) and 80% (Spring 2019)—comparison student group course success rates are 76% (Fall 2018) and 76% (Spring 2019). If we disaggregate the data by student demographic, there is significant difference in course success rates for Latinx students that are part of Pathway Academy and Latinx students that are not in our program. Latinx students course success rates that are enrolled in Pathway Academy are 82% (Fall 2018) and 79% (Spring 2019). Latinx students that are not part of Pathway Academy (comparison group) are 74% (Fall 2018) and 71% (Spring 2019).

Because our program students are required to enroll in English and/or math courses during their first and second year at Cuyamaca College, tracking student success outcomes in English and math is important. Student success rates in English for Fall 2018 is 83% and 78% for Spring 2019. English Department course success rates for English 120 are 73% (Fall) and 68% (Spring) and for English 124 course success rates are 76% (Fall) and 76% (Spring). Disaggregated data by Latinx demographics in English success rates campus wide are 70% (Fall) and 64% (Spring). As the data illustrates, Latinx students enrolled in Pathway Academy have higher

success rates for the 2018-2019 student cohort: 83% (Fall) and 78% (Spring). Math student success rates for Pathway Academy for the 2018-2019 student cohort are 80% (Fall) and 61% (Spring). Math Department student success rates for Fall 2018 is 74% and for Spring 2019 is 71%. Disaggregated data by Latinx demographics in Math success rates campus wide are 61% (Fall) and 61% (Spring). This data shows that the student support services provided by Pathway Academy resulted in higher success rates in English and math for the 2018-2019 student cohort.

Course success rates for the English 120 and Humanities 115 Student Learning Community facilitated by Lindy Brazil during the 2018 Fall semester are 75% for English 120 and 81% for Humanities 115. Comparison course success rates for non-student learning communities during Fall 2018 are 75% for English 120 and 72% for Humanities 115. Disaggregated data by Latinx demographics in English 120 success rates are 71% for English 120 and 69% for Humanities 115. Again, students that participated in the student learning community had higher success rates in both English 120 (75%) and Humanities 115 (81%).

Our current partnership with faculty members that have participated in professional development trainings through the Equity-Minded Teaching and Learning Institute at Cuyamaca College also shows positive data results. Pathway Academy placed students into Steve Weinert's Psychology 120 course, Rachel Jacob-Almeida's Sociology 120 course, Moriah Gonzalez-Meeks History 118 course. These faculty members developed and implemented culturally responsive teaching and learning strategies to increase student success rates for their courses. Students that enrolled in these courses during the 2019 Spring semester show the following data: Success rate for Rachel Jacobs-Almeida's Sociology 120 course is 70%. Comparison success rates for other Sociology 120 courses during Spring 2019 is 64%. Disaggregated data by Latinx student demographics in Sociology 120 is 68%. Success rates for Steve Weinert's Psychology 120 course is 78%. Comparison success rates for other Psychology 120 courses during Spring 2019 were 72%. Disaggregated data by Latinx student demographics for Psychology 120 is 70%. Success rates for Moriah Gonzalez-Meek's History 118 course is 84%. Comparison success rates for other History 118 courses during Spring 2019 is 76%. Disaggregated data by Latinx student demographics for History 118 is 70%.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Coyote for a Day Survey (Responses) - Form Responses 1.pdf (56KB)

Q57 Please describe your service area strengths.

Program Strength: Development of student centered strategies and personalized instruction from our program counseling instructors. Our counseling instructors not only have teaching experience, but have also gone through the Equity-Minded Teaching and Learning Institute (EMTLI) professional development program. With the help of EMTLI, our counseling instructors have implemented several student centered practices into their course and curriculum: intrusive relationship building, student performance monitoring (email & individual meetings), collaborative & active learning strategies, high expectation messaging to students, and engagement & validation activities. We have also developed and implemented various student support services that builds on the counseling curriculum such as study skills workshop, Mindfulness Sessions, student led PAC Talks, and tutoring services. Counseling instructors also invite guest speakers from different career industries to provide students with information concerning job industry needs and trends. We also host university representatives to discuss admission requirements as well as inform students about university resources once they transfer. Due to these practices, our counseling instructors are able to foster personable relationships with their students because counseling instructors are able to understand their student at a personal level, which helps facilitate the achievement of their student's academic end goals. The following CRTL strategies have been developed and implemented into our COUN 110, COUN 120, and COUN 150 courses.

Faculty Relationship Building

- Hold anti-deficit perspectives
- Demonstrate Authentic Care
- Intrusive with Relationship Building
- Employ Validating Messages
- Summative Symbolism
- Facilitate Connection with colleagues, not Services
- Critique Privately, Praise Publicly

Teaching Strategies

- Culturally Relevant Material
- Convey High Expectations
- Intrusive Teaching Practices
- Personalized Early Alert
- Engage in Performance Monitoring
- Structure Student Success Early
- Summative Symbolism

Program Strength: Pathway Academy offers a robust student peer mentoring program. Our program peer mentors, Guided Pathways Specialists (GPS), serve as a personalized navigation vehicle for their appointed student mentees. By providing clarity and guidance to a complex and often times confusing college network, the Guided Pathways Specialist will direct their mentees to the appropriate academic resources and student support services to increase academic retention, persistence, and completion. The logic behind the Guided Pathway Specialist resembles the actual technological makeup of a traditional Global Positioning System that uses a constellation of orbiting satellites to locate a prescribed destination. The Guided Pathways Specialist; however, uses the existing constellation of academic programs and student support services located on campus as the satellites. In other words, the role of the GPS is to analyze the needs of the student in order to direct their mentees to the appropriate satellite location. Whether the satellite destination is the Tutoring Center or Wellness Services, the GPS's objective is to establish consistent communication with their mentee to understand and address the student's needs.

GPS Roles & Functions and Mentee Benefits:

1. Establish yourself as first point of contact for your mentee at Cuyamaca College: Student receives immediate and meaningful support during crucial first weeks of college.
2. Offer personal and academic guidance: Student receives realistic advice to foster positive personal and academic decision making.
3. Refer mentees to services on campus when necessary: Student resources are identified to address student needs.
4. Express your support for your mentee on a weekly basis via email or social media outlets: Impactful and trusting relationship is formed that validates student's presence on campus.
5. Schedule face-to-face meetings to help plan a successful semester: Student receives sound advice on how to balance life with school work and establish short and long term goals.
6. Plan a group mentee meeting to establish a peer circle of support: Student makes new friends and connections with college.
7. Organize mentee participation in campus wide event to learn about campus organizations and activities: Student develops networking skills to communicate with faculty, college staff, and fellow students.
8. Model the behavior and habits of a successful student: Hopefully students will mimic same successful behavior and habits of peer mentors

members.

Program Strength: Pathway Academy provides a personalized Early Alert System for students that are placed on academic probation:

Traditional academic probation programs require students to attend one academic probation workshop/orientation at the beginning of the semester. We realized that a single workshop did not provide the necessary academic and emotional support for disproportionately impacted students that need to overcome personal and academic challenges. By requiring students on academic probation to attend four student success workshops, students will attend one workshop each month of the semester. Two workshops provide learning skills tools to help students academically and two Emotional Intelligence workshops to guide students through personal issues. The following workshops have been developed:

1. Note Taking and Mind Mapping study skills workshop to help students prepare for academic lectures and revising of lecture notes.
2. Learning Styles workshop requires a student assessment that provides students with their preferred learning style: visual learner, audio learner, kinesthetic learner, or reading/writing learner.
3. Growth Mindset workshop provides students with Intelligent Practice strategies that taps into student's metacognitive skills.
4. Mindfulness workshops helps students develop self-awareness that emerges by paying attention with purpose, in the present moment, and provides clarity during stressful situations.

Program Strength: Pathway Academy partnerships with Tutoring Services, Career Technical Education (CTE), several Instructional Departments, Extended Opportunity Programs and Services (EOPS), Equity-Minded Teaching and Learning Institute, and work with local feeder high schools is a program strength. Academic support from Tutoring Centers, Career Technical Education, and instructional faculty provide focused one-on-one student support services such as personalized tutoring, participation in student Learning Communities, and early career exploration. Support services from EOPS and Equity-Minded Teaching and Learning Institute provide a holistic approach to guide and support disproportionately impacted students at Cuyamaca College. Services such as consistent academic counseling, development of comprehensive educational plans, priority registration, book vouchers, and gas cards are provided by EOPS. Faculty professional development training in curriculum redesign and student centered practices to better support underrepresented students within the classroom setting is provided by the Equity-Minded Teaching and Learning Institute. All of these student support services and resources are highlighted and shared with our local feeder high school faculty and counselor liaisons to help transition and prepare students from their high school experience to a successful college career. Again, working with several college divisions and programs is a strength for Pathway Academy.

Q58 Please describe your service area challenges.

Cuyamaca College has struggled historically with the development of technological systems that are able to share student data across departments and institutional divisions. Due to the current technology and software limitations at the district level, we have not been able to launch an Early Alert system to help track students that need academic support services. However, the Grossmont-Cuyamaca Community College District is currently rolling out a complete system overhaul (CRM Recruit) of its student information system for both Grossmont College and Cuyamaca College. Once CRM Recruit software is completely up and running, we will be able to share and attain student information across departments and institutional divisions. The Grossmont-Cuyamaca District will be rolling out this technology in phases within the next couple of years. This new technology will also provide an Early Alert system that Pathway Academy will be able to use to better serve our program students in a timely fashion. This technology will allow us to meet the requirements of the Title V grant moving forward by tracking student comprehensive educational plans.

Q59 Please describe external influences that affect your service area (both positively and negatively).

An unexpected external influence involves our partnership with Mt. Empire High School and the implementation of Dual Enrollment courses, which provides access to accelerated courses in ESL for students at Mt. Empire. Cuyamaca College has begun the institutionalization of accelerated curriculum in math, English, and ESL. Mt. Empire High School is located along the U.S./Mexican border and, consequently, has a large ESL student population. Faculty and the administrative body at Mt. Empire have been attempting to develop ESL curriculum to specifically serve their ESL students. Due to the close relationship the Title V team has developed with Mt. Empire, we were able to connect Guillermo Colls, ESL department chair, with ESL instructor Rafael Miravete from Mt. Empire to develop and implement accelerated ESL curriculum at Mt. Empire high school. Guillermo Colls is providing the curriculum and instructional training in accelerated ESL that was developed and piloted in the fall of 2018 at Mt. Empire high school. Early student access to ESL accelerated curriculum at the high school level will better prepare ESL students to handle college English courses, which will help this student population reach transfer level English in a timely manner to fulfill their academic goals at Cuyamaca College. Due to the success of this pilot, Mt. Empire high school has tripled their student registration into dual enrollment accelerated ESL courses. This unexpected work with Mt. Empire has now helped develop similar partnerships with Mt. Miguel High School.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Considering our program strengths and external partnerships with local feeder high schools, we believe we can expand many of our service area strengths and college resources into our feeder high schools. For example, the success of dual enrollment accelerated ESL courses at Mt. Empire high school is now being developed and hopefully implemented at Mt. Miguel high school as well. These type of partnerships with local high schools has also opened the door to pilot a student peer mentoring program at Mt. Miguel high school that will provide students with early access to college resources and student support services beginning their sophomore year in high school. By informing students of these college resources and creating access to utilize these support services early in their high school careers, we can better inform and prepare students about college expectations, college resources, academic programs, early career exploration, and student support program. Working with students since their sophomore year in high school will not only help with student retention, persistence, and success once they attend Cuyamaca College, but also help students reach their academic ends goals in a timely fashion to attain program certificates for job industries, accomplish their associate degree, or transfer to the university setting. By developing and implementing similar partnerships with other local feeder schools, we believe Pathway Academy can work with our college and high school partners to advance student success and institutional effectiveness at Cuyamaca College.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

The Title V team is continuing to build on the suggestions provided by student surveys from last year's and current student cohorts. 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 need to be assessed and adjusted.

Q63 Which College Strategic Goal does your service area most directly support? **Guided Student Pathways**

Q64 Please describe how this goal advances the college strategic goal identified above.

Although Pathway Academy provides engagement activities for our program students, survey results showed that students want more group peer mentoring and peer-to-peer group activities to engage with one another in larger social settings. These bigger interactive group activities will not only positively impact student engagement, but also build a sense of community and belonging at Cuyamaca College. This program goal meets the objectives of our institutional goal of Student Validation and Engagement. The second half of our program goal is to provide study skills workshops and career/transfer guidance for our program students. We have developed several study skills workshops in conjunction with Tutoring Centers. Working with the Career Center and Transfer Center also provides workshops in early career exploration for our program students. These workshops will guide students to accomplish their academic goals at Cuyamaca College. This program goal meets the objectives of our institutional goal of Guided Student Pathways.

Q65 Goal status: **In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update? **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

Pathway Academy team will work with mentors, Tutoring Centers, and Career Technical Education representatives to develop and offer these workshops and engagement activities. The planning for these program activities will take place in the Title V Steering Committee meetings. We will also schedule individual meetings with these campus partners to provide these services.

Q69 How will this goal be evaluated?

We will develop student surveys and conduct student focus groups. .

Q70 Do you have another goal to update? **Yes**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 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.

Q72 Which College Strategic Goal does your service area most directly support?

Student Validation and Engagement

Q73 Please describe how this goal advances the college strategic goal identified above.

Increasing student program satisfaction to 75% will help develop meaningful and impactful student engagement and validation program practices. However, survey data results show that students want to be validated and engaged both inside and outside the classroom setting, which means that engagement activities cannot be limited to social gatherings outside the classroom. Students want to be engaged and validated inside the classroom and in curriculum. Our current partnership with the Equity-Minded Teaching and Learning Institute is providing faculty professional development training in culturally responsive teaching and learning and development of student centered practices to engage and validate the student experience inside the classroom. If students feel validated and engaged both inside and outside the classroom setting, we can advance student success and institutional effectiveness. This program goal meets the objectives of our institutional goal of Student Validation and Engagement.

Q74 Goal status:

In Progress - will carry this goal forward into next year

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q76 Do you have another goal to update?

Respondent skipped this question

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

Pathway Academy team will conduct a student survey to be completed by students after each semester for COUN 110, COUN 120, and COUN 150.

Q78 How will this goal be evaluated?

Student surveys and student focus groups

Q79 Do you have another goal to update?

No

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

Respondent skipped this question

Q81 Which College Strategic Goal does your service area most directly support?

Respondent skipped this question

Q82 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q83 Goal status: **Respondent skipped this question**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q85 Do you have another goal to update? **Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year: **Respondent skipped this question**

Q87 How will this goal be evaluated? **Respondent skipped this question**

Q88 Do you have another goal to update? **Respondent skipped this question**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4: **Respondent skipped this question**

Q90 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q91 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q92 Goal status: **Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)? **No**

Page 36: VIII. New Goals

Q97 New Goal 1: **Respondent skipped this question**

Q98 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q99 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q101 Action steps for this year: **Respondent skipped this question**

Q102 How will this goal be evaluated? **Respondent skipped this question**

Q103 Do you have another new goal? **Respondent skipped this question**

Page 37: VIII. New Goals

Q104 New Goal 2: **Respondent skipped this question**

Q105 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q106 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

Q108 Action steps for this year: Respondent skipped this question

Q109 How will this goal be evaluated? Respondent skipped this question

Q110 Do you have another new goal? Respondent skipped this question

Page 38: VIII. New Goals

Q111 New Goal 3: Respondent skipped this question

Q112 Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

Q113 Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

Q115 Action steps for this year: Respondent skipped this question

Q116 How will this goal be evaluated? Respondent skipped this question

Q117 Do you have another new goal? Respondent skipped this question

Page 39: VIII. New Goals

Q118 New Goal 4: Respondent skipped this question

Q119 Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

Q120 Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q122 Action steps for this year: **Respondent skipped this question**

Q123 How will this goal be evaluated? **Respondent skipped this question**

Page 40: IX. Executive Summary

Q124 One-page summary:

Pathway Academy's goal is to create educational opportunities and enhance program quality to improve college enrollment, student retention, and student success of underrepresented students at Cuyamaca College by establishing access to campus resources, building a sense community, and developing career and life readiness skills for our program students. In order to accomplish these goals, Pathway Academy has incorporated the institutional priorities outlined in Cuyamaca's six-year strategic plan as part of our program components. As a program, we provide students with guidance to take advantage of accelerated courses in math, English, and ESL. Access to accelerated courses is not only an institutional priority at Cuyamaca, but also a program objective to encourage our students to enroll in accelerated courses in order to achieve their academic goals in a timely manner. Pathway Academy also provides Guided Pathways services to our program students—student Guided Pathways is also an institutional priority of Cuyamaca College. Student guided pathway services in Pathway Academy include early college/career exploration events, transfer and informational workshops in program certification, development of comprehensive educational plans, participation in Summer Bridge program, and enrollment in Counseling courses to help students with the transfer process or achieve program certificate to enter job industry. Student Engagement and Validation is an important student activity that is both an institutional priority at Cuyamaca and a Pathway Academy program component. As a program, Pathway Academy hosts monthly student engagement activities, participate in campus wide cultural events, and help students enroll in courses where instructional faculty practice culturally responsive teaching and learning strategies. By providing services in acceleration, student guided pathways, and student engagement and validation, Pathway Academy supports the institutional goals of Cuyamaca College to advance student success and equity goals.

Although Pathway Academy is housed under the Student Services Division, we are extremely proud of working across several college divisions at Cuyamaca. Our multiple partnerships across-campus is definitely a program strength for us. We currently work with several faculty members from Instruction that have participated in the Equity-Minded Teaching and Learning Institute's professional development training. Faculty members from History, Sociology, Psychology, Spanish, English, and Humanities have developed and implemented culturally responsive teaching and learning strategies to increase student retention and success rates. We are also currently working with the Writing Center, ARC Center, and STEM Tutoring Center to develop Learning Assistance Plans (LA Plans) for students that struggled academically their first college semester or have been placed on academic probation. The objective is to develop a personalized Learning Assistant Plan that will help struggling students by providing study skills workshops and one-on-one tutoring to increase retention and success rates among our program students. We also work with Career Technical Education programs to inform our program students of job industry opportunities and certification programs at Cuyamaca College. CTE representatives provide informational orientations for certification programs and provide student works shops to help students with resumes, job interviews, and desired industry soft skills. By working across different college divisions and programs to service students, a more holistic campus wide approach is developed to institutionalize these student centered practices.

Cuyamaca College has struggled historically with the development of technological systems that are able to share student data across departments and institutional divisions. Due to the current technology and software limitations at the district level, we have not been able to launch an Early Alert system to help track students that need academic support services. However, the Grossmont-Cuyamaca Community College District is currently rolling out a complete system overhaul (CRM Recruit) of its student information system for both Grossmont College and Cuyamaca College. Once CRM Recruit software is completely up and running, we will be able to share and attain student information across departments and institutional divisions. The Grossmont-Cuyamaca District will be rolling out this technology in phases within the next couple of years. This new technology will also provide an Early Alert system that Pathway Academy will be able to use to better serve our program students in a timely fashion. This technology will allow us to meet the requirements of the Title V grant moving forward by tracking student comprehensive educational plans.

Our current partnerships work with Mt. Empire High School and Mt. Miguel High School has been extremely productive. The ESL curriculum re-design that has been developed and implemented at Mt. Empire and current development of a peer mentoring program at Mt. Miguel will not only provide needed support services to students at these high schools, but also serve as a "model" to develop and implement the same curriculum and mentoring program at other local feeder high schools. By providing support services at the high school level, we can better prepare student for success once they enroll at Cuyamaca College. These external influences will help advance our institutional student success and equity goals.

Assessment results are a major component of program modifications to better serve our students. Because we require our students to enroll in math FSI and English courses and place students in student learning communities, we work closely with instructional faculty

Student Services and Non-Instructional Comprehensive Program Review - Spring 2020

enroll in math, LSE, and English courses and place students in student learning communities, we work closely with instructional faculty to assess retention, persistence, and success rates. To increase student success and achieve our equity goals, the faculty we currently work with have participated in the Equity Minded Teaching and Learning Institute to develop and implement culturally responsive teaching and learning strategies in their classes and curriculum. As a program, Pathway Academy can provide support services outside the class room and instructional faculty use student centered practices to ensure student learning within the class room setting. At the end of each semester, we review our student success rates to adjust accordingly to provide the appropriate student support services both inside and outside the classroom. We are also sure to conduct student surveys and student focus groups to gather direct student feedback. Student program feedback has led to many programmatic modifications such as required tutoring, mindfulness sessions, group mentoring and development of student engagement activities. The student experience and voice has and will continue to guide program adjustments to effectively support our program students.

Pathway Academy has not developed any new program goals. We will continue to work with and assess our current goals to expand on group peer mentoring, engagement between student cohorts, study skills workshops, and career/transfer guidance. Last year's student survey data also showed 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 2020. However, we plan on developing an assessment plan with SLOAC in the future.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Pathway Academy Comparison Report First Year Cohort 2018-19 190917.pdf (77.6KB)

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Pathway Academy Summer Bridge Survey 2019 Results 190920.pdf (122.6KB)

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs) **No**

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)? **Respondent skipped this question**

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)? **Respondent skipped this question**

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)?

Respondent skipped this question

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?

Respondent skipped this question

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)?

Respondent skipped this question

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."

I am ready to submit my program review
