



# **GUIDED PATHWAYS: 2022-26 Work Plan**

## **Development Template**

Deadline to Submit in NOVA: June 1, 2023  
Questions? Please contact [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu)

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## Guided Pathways 2022-26 Work Plan Template

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### Note to Project Leads:

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

- 1) Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
- 2) Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

**This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.**

As always, the Chancellor's Office is available to assist you. Please contact us at [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu) if you require assistance navigating this work plan. Additionally, an introductory Webinar and Monthly Office Hours will be announced later, information will be distributed via the Guided Pathways Listserv – Please contact the Chancellor's Office using the above email address if you do not have access to the Listserv.

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### General Guidance Text:

#### Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Your Workflow fields include Contacts and the Work Plan. The Guided Pathways Program at the Chancellor's Office should have provided you with a Work Plan template via Listserv or through your college's Guided Pathways Regional Coordinator; please use the template as your initial starting point, cross reference your answers in the document with their respective locations in NOVA, and work with your Guided Pathways team to determine the stakeholders that should review your completed plan.

For contacts, you are required to add contacts who will view this Work Plan and you are encouraged to provide alternate Project Leads.

If you have questions related to this Work Plan, please contact the Guided Pathways program team at [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu)

## Contacts:

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

## Guided Pathways 2022-26 Work Plan:

[Education Code](#) requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

## Details (Landing Page):

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional**.

The College's Guided Pathways plan is focused on adapting existing services and structures to the student experience while explicitly centering on equity, and specifically racial equity. The current Guided Pathways work group, led through the Office of IESE, is focused on operationalizing the Guided Pathways framework developed by the 2017-2019 Guided Pathways Task Force. This plan reflects the efforts of the group and college to ensure that

each momentum point on the student journey is addressed in an equity-minded way. Students who have historically been marginalized and excluded are the focus of college-wide efforts. For example, the College is working to build a stronger sense of belonging and community among students, and particularly students of color, by: a) creating virtual and in-person communities by meta-major (or Academic and Career Pathway), b) piloting ACP-specific counseling to help create consistent points of contact and connection for students within each meta-major, and c) implementing an ACP lead model in which faculty from each ACP partner with student services to create meaningful connection points, via community re-engagement events and registration lab events. The ACP leads have also designed ACP-specific Canvas courses in order to provide students with easily accessible information about their ACP. Furthermore, the College has continued to support and fund the Equity-Minded Teaching and Learning Institute for classroom faculty, which aims to address racial inequities in classroom outcomes. There has also been a focus on Strategic Enrollment Management, with the goal of creating a more student-centered class schedule. In addition to strategic enrollment, discipline faculty are currently creating degree maps, which will help students access and complete their classes when they need them. Strategic enrollment management and degree maps are also included in the College's strategic plan and pathways efforts.

## Work Plan Content:

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### Question Group: Successful Enrollment

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.**

**Helper Text:**

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

### Increase Equitable Access

- Integrate and expand outreach efforts with a pathways framework
  - ACP branding
- Adopt a student-centered class schedule development process
  - SEM Workgroup
- Increase outreach, recruitment, and engagement in the community
  - Community partnerships
  - PN 2
  - Get in touch with outreach about specific examples

The college's local goal is to increase enrollment, with a target enrollment rate of 50%.

What are the major barriers for your college to reach this goal?

The statewide CCCApply application is lengthy and can be burdensome for students. Many high school students complete the CCCApply application during outreach events at their high school without ever intending to enroll, possibly resulting in a lower enrollment rate than if only students who intended to attend a community college were accounted for. However there

is no way to parse this out given the current CCCApply application structure and there is currently no follow-up system to contact applicants who did not enroll to determine potential reasons for not enrolling.

In addition, the District's registration system has made it challenging for students to navigate the class schedule and find the classes they need when they need them. Making it through the application, which can take over an hour and includes myriad questions, some of which can come off as invasive, is enough of a challenge. Then the onboarding process can also be difficult for students to navigate and course offerings are still based on previous schedules, plus students do not have access to education plans in the course registration system. Additionally, due to delays students are unsure of financial aid awarded prior to registration.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Change at the system-wide level for CCCApply would help with streamlining the application process. More immediate transfer of information from CCC Apply to the District student information system would create more efficiencies, helping students connect with points of contact in the Admissions and Records office (via proactive outreach) as well as other service areas and perhaps most importantly, students will be able to obtain their student ID numbers and complete the rest of the matriculation process more expediently.

The current financial aid system needs to be revamped to allow for quicker turnaround times for students, and the college lacks a curricular management system that would connect with the current Self-Service system which students access to register for classes, plus the education planning tool within it needs an upgrade to allow for students to create schedules based on actual offerings.

Lastly, the college needs to move into a culture of strategic enrollment management to best schedule courses for students. The actions taken by the college to address these areas include

implementing a new online matriculation system (Comevo), a curriculum management program (pending district IT), revisiting the financial aid system, participating in the CCCC's Strategic Enrollment Management program, creating online degree maps and piloting embedded ACP (Academic and Career Pathways ) academic counseling.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

While outside the College's control, the CCCApply application could and should be streamlined. Connections between the students' responses on the application and support services should be clear and efficient. As for equity considerations in removing friction points, Black or African American and Latinx students in particular will benefit from an onboarding process that connects them with appropriate services, support, and a pathway. Early access to financial aid awards, online degree maps, and ACP-embedded academic counseling will also greatly benefit both populations, as will strategic enrollment management supported by a curriculum management system.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Guided Pathways is led by the equity unit within the Office of Institutional Effectiveness, Success and Equity (IESE), and is supported by the Student Success and Equity Council (SSEC), additionally IESE also oversees planning, research, program review, and is supported by the Institutional Effectiveness Council (IEC). Both SSEC and IEC report to the College Council, which is the main participatory governance body of the college. As a result, Guided Pathways-informed Successful Enrollment work is ensured to remain an institutional priority moving forward.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?



The responsibility for the college-wide implementation of a Guided Pathways framework was shifted from the Vice President of Instruction to the Dean of Student Success and Equity within the Office of Institutional Effectiveness, Success and Equity a few years back due to implementation being more on the operational side which required an institutional approach. Additionally, the aforementioned governance structure is a result of a robust restructuring the college went through several years ago. Currently, the college does not foresee any structural changes to either taking place any time soon.

**With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?**

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

The college has implemented a robust program review process where instructional areas and student services are now integrated. The cycle for program review submission is staggered to allow for most areas to complete yearly updates while others submit comprehensive versions. Both the update and comprehensive submission require direct connection to the updated (2022-28) college strategic plan and areas of focus (1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees), plus steps for continuous improvement using college level and local student success data. This aligns nicely with the overarching goals of our Guided Pathways and Student Equity efforts, plus we collaborate with IEC to work on embedding our efforts into the program review template.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

We realized there are a myriad of efforts taking place in different areas of the college focused on pathways, just not intentionally. As a result, we have begun the process of syncing efforts with our Academic and Career Pathways to maximize resources, plus help reintroduce the college to students and staff as a Guided Pathways institution. Additionally, to help efforts continue beyond the here and now, in our implementation of our Guided Pathways framework we are extremely intentional to focus on the institutionalization of efforts through program review, department policy and procedure.

### Question Group: Persistence: First Primary Term to Secondary Term

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.**

**Helper Text:**

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

**Goal from strategic plan:**

**Increase Persistence and Eliminate Equity Gaps**

*Performance Measures*

- Fall-to-fall persistence (overall, disaggregated by race/ethnicity)
- Fall-to-spring persistence (overall, disaggregated by race/ethnicity)
- Part-time students: Completion of at least 6 units in first academic year (two primary terms)
- Full-time students: Completion of at least 15 units in first academic year (two primary terms)

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Fall to fall 60%  
Fall to spring 80%

What are the major barriers for your college to reach this goal?

Cuyamaca College is no different than all higher education structures in the United States, as there is a longstanding history of intentional and

unintentional structures, policies and practices which continue to create barriers for historically racially marginalized student populations. Similarly to many colleges and universities, Cuyamaca College lacks diversity in the faculty full and part-time ranks, both are close to 70% White, while 50% of the student population represents a historically racially marginalized population. This level of racial disparity between students and instructors reinforces traditional classroom instruction that tends to be focused on creating a monocultural and monolingual society centered on White middle-class norms and traditional Eurocentric instruction based on meritocracy and power. Students who do not feel a sense of belonging in the classroom are less likely to persist, and while there are structures and communities of practice in place focused on eliminating equity gaps, the underlying issue of hiring predominantly White instructors persists. Additionally, course scheduling is not strategic and based on student need, plus there is no educational planning tool accessible for students to easily identify required courses for certificates and degrees.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

The College has set out to address diversity issues in all employee groups with the implementation of a Equal Employment Opportunity Officer program in 2022 based on the recommendation of the President's Racial Equity and Social Justice taskforce. To help the college move towards a culture of equity-minded grounded instruction and practice, the college has continued to invest in professional development programs such as the Equity-Minded Teaching and Learning Institute, and Peer Online Course Review, plus communities of practice such as Equity in Grading, Teaching Dialogues, and in departments such as Biology, Physics and Engineering. The college is participating in the 2022-23 CCCCO's Strategic Enrollment Management program, and is focused on building a student-centered schedule (e.g., offering courses at various times and in different modalities that best suit student needs). Additionally, the college is actively working on developing degree maps and piloting ACP embedded academic counseling. The updated 2022-28 college strategic plan is focused on the following areas: 1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

The College needs to increase the representation among Black and African American, Latinx, and indigenous full-time and part-time classroom faculty and at the college overall. The leadership should also strongly encourage all newly hired full-time classroom faculty to participate in the Equity-Minded Teaching and Learning Institute or something equivalent in efforts to continue to promote equity-minded teaching. In support of racial equity and dismantling anti Blackness in higher education, the college leadership team should participate in ongoing professional development around these topics.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

The updated 2022-28 college strategic plan is focused on the following areas: 1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees. This new strategic plan aligns nicely with the overarching goals of our Guided Pathways and Student Equity efforts in relation to improving persistence and eliminating existing equity gaps.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

**Helper Text:** What efforts will be made to ensure this barrier is no longer present in the next four years?

We don't foresee any issues with this structure, as the 2022-28 strategic plan will be driving our efforts with Guided Pathways and Student Equity.

**With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?**

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

The college has implemented a robust program review process where instructional areas and student services are now integrated. The cycle for program review submission is staggered to allow for most areas to complete yearly updates while others submit comprehensive versions. Both the annual update and comprehensive submission require direct connection to the updated (2022-28) college strategic plan and areas of focus (1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees), plus steps for continuous improvement using college level and local student success data. This aligns nicely with the overarching goals of our Guided Pathways and Student Equity efforts, plus we collaborate with IEC to work on embedding our efforts into the program review template.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

The college has identified a need for strategic enrollment management to help with the scheduling of classes based on student availability. Without a functioning educational planning tool that is accessible to students, plus the majority (70%) of students at the college not seeking academic counseling services, results in a high demand for degree maps to help guide students forward in their coursework.

### **Question Group: Completed Transfer-Level Math & English**

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.**

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

## Completion of Transfer-Level Math and English in the First Year

What are the major barriers for your college to reach this goal?

Remedial coursework was one barrier that has been removed. Students are now able to enroll in transfer level coursework during their first semester. The efficacy of support courses while remedial Math and English are no longer being offered is still being assessed. While Cuyamaca College eliminated the use of placement tests and the basic skills sequences for math and English were decommissioned years ago, gaps in success rates in transfer-level math and English classes and math and English throughput still exist for Black or African American students. This points to conditions inside the classroom as well as course materials and possibly even class policies.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

One of the biggest barriers to Black or African American student success is the lack of representation in classroom faculty. The college has one full-time Black or African American instructional faculty member. This is a significant issue and is something that must be addressed, as noted in the College's 2022- 2028 strategic plan. Ensuring students have support to be successful in transfer level coursework by optimizing support courses, tutoring services and implementing equitable teaching practices in the classroom through EMTLI and other similar efforts to foster equity-minded teaching.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

The College's work on equitable hiring practices and processes will help the College address representation in employees, and specifically among classroom faculty. In addition, creating and supporting affinity groups and providing more opportunities for employees particularly Black or African American employees to connect and build community will help the College retain Black or African American faculty. Furthermore, additional professional development focused on supporting Black excellence inside and outside the classroom will help the College to become a more equity-minded institution.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

Cuyamaca College eliminated the use of placement tests and the basic skills sequences for math and English were decommissioned years ago and students are now able to enroll in transfer level coursework during their first semester. The efficacy of support courses while remedial Math and English are no longer being offered is still being assessed. Both departments are part of the Program Review process which supports the updated (2022-28) college strategic plan and areas of focus: 1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

We don't foresee any issues with this structure, as the 2022-28 Strategic Plan will be driving our efforts at the college and with math and English program reviews.

**With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of 'Transfer-level Math & English Completion' equitably and do not develop new barriers for students?**

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

The college has implemented a robust program review process where instructional areas and student services are now integrated. The cycle for program review submission is staggered to allow for most areas to complete yearly updates while others submit comprehensive versions. Both the update and comprehensive submission require direct connection to the updated (2022-28) college strategic plan and areas of focus: 1. Increase Equitable

Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees, plus steps for continuous improvement using college level and local student success data.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Cuyamaca College eliminated the use of placement tests and the basic skills sequences for math and English were decommissioned years ago and students are now able to enroll in transfer level coursework during their first semester. The efficacy of support courses while remedial Math and English are no longer being offered is still being assessed.

### Question Group: Transfer

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.**

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Transfer within Three Years

What are the major barriers for your college to reach this goal?

Transfer is not centered within the classroom or a collaborative process with instruction, it is more often just referring students to an individual in counseling who is deemed as the responsible party for all transfer students within the college. This approach to transfer is archaic, serves the few who are aware of the resource, and transfer data has proven it to be ineffective, especially for students from historically racially marginalized communities.

To reach an institutional approach to transfer, there must be a cultural change to how we currently see and approach the function of transferring to



a University. This cultural change must include both student services areas (including the Transfer Center) and instructional areas (including instructional faculty) as well as pathways leaders. A shared responsibility across the College for equitable transfer is needed. Additional support is also needed for students to understand transfer pathway options, how to be eligible to transfer to a four year and ensuring students understand the pathway connected to their major and career goal.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

An institutional approach to transfer where practitioners from within instruction and student services would share responsibility for planning and implementing transfer efforts. This would be a shared process of educating all students in the opportunities for transfer to a University, promoting the attainment of a Bachelor's degree in appropriate academic disciplines, plus advising and assisting students in the process. The Equity in Transfer Task Force was established with the leadership of Guided Pathways to help focus on creating an institutional approach. We have also begun offering additional support to STEM students through embedded counseling and program maps has been a successful pilot model and is being expanded to the Behavioral and Social Science ACP. Additional information regarding transfer options beyond the local State and UC schools could help students know their options beyond our local four year schools.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Students have a higher rate of success in their transfer journey through connecting with a counselor, but our data shows over 70% of students at the college never meet with a counselor for a comprehensive education plan. Additionally, the majority of our students who traditionally access transfer services do not represent a historically racially marginalized population. Through the Student Equity Plan, intentional transfer efforts have been outlined for specific student populations including Latinx, Black or African American, and LGBTQ+. Creating useful program maps as a tool to guide students will hopefully encourage students to meet with a counselor and enroll in coursework that leads to transfer success.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Through the Student Equity Plan intentional efforts have been outlined for transfer for the college to implement from a Guided Pathways framework. Additionally, the Student Success and Equity Council will continue to be the driver of both Guided Pathways and Equity work which ensures the focus will continue with Transfer.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

The aforementioned governance structure is a result of a robust restructuring the college went through several years ago. Currently, the college does not foresee any structural changes to either taking place any time soon.

**With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?**

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

The college has implemented a robust program review process where instructional areas and student services are now integrated. The cycle for program review submission is staggered to allow for most areas to complete yearly updates while others submit comprehensive versions. Both the annual update and comprehensive submission require direct connection to the updated (2022-28) college strategic plan and areas of focus (1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees), plus steps for continuous improvement using college level and local student success data. This aligns nicely with the overarching goals of our Guided

Pathways and Student Equity efforts, and we collaborate with the Transfer Center to accomplish the goals set out in our Student Equity Plan.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Transfer is not centered within the classroom or a collaborative process with instruction, it is more often just referring students to an individual in counseling who is deemed as the responsible party for all transfer students within the college. This approach to transfer is archaic, serves the few who are aware of the resource, and transfer data has proven it to be ineffective, especially for students from historically racially marginalized communities.

Through our Guided Pathways and Student Equity Plan the goal is to create an institutional approach to transfer where practitioners from within instruction and student services would share responsibility for planning and implementing transfer efforts. This would be a shared process of educating all students in the opportunities for transfer to a University, promoting the attainment of a Bachelor's degree in appropriate academic disciplines, plus advising and assisting students in the process.

### Question Group: Completion

**Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.**

Selections:

Less than 50% complete

Sub Questions:

Which areas of Completion does your college identify as Less than 50% complete?

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

**Degree Completion**

What Is your college's local goal?

50% Degree completion

What are the major barriers for your college to reach this goal?

Cuyamaca is no different than all higher education structures in the United States, as there is a longstanding history of intentional and unintentional structures, policies and practices which are focused on serving the needs of the institution, not the students it serves. The outcome of such a culture keeps our college hovering under 50% for degree completion. Meanwhile Black or African American, Latinx, and Indigenous students show much lower percentages for degree completion. Similarly to many colleges and universities, Cuyamaca College lacks diversity in the faculty full and part-time ranks, both are close to 70% White, while 50% of the student population represents a historically racially marginalized population. This level of racial disparity between students and instructors reinforces traditional classroom instruction that tends to be focused on creating a monocultural and monolingual society centered on White middle-class norms and traditional Eurocentric instruction based on meritocracy and power. Students who do not feel a sense of belonging in the classroom are less likely to persist, and while there are structures and communities of practice in place focused on eliminating equity gaps, the underlying issue of hiring predominantly White instructors persists. Additionally, a cumbersome application and registration system, course scheduling that is not strategic or based on student need, plus there is no educational planning tool accessible for students to easily identify required courses for certificates and degrees.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

The college has recently adopted the 2022-28 college strategic plan and areas of focus 1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees, which align nicely with the overarching goals of our integrated efforts of Guided Pathways and Student Equity efforts.

The College has also set out to address diversity issues in all employee groups with the implementation of a Equal Employment Opportunity Officer program in 2022 based on the recommendation of the President's Racial Equity and Social Justice taskforce. To help move the college move towards a culture of equity-minded grounded instruction and practice, the college has

continued to invest in professional development programs such as the Equity-Minded Teaching and Learning Institute, and Peer Online Course Review, plus communities of practice such as Equity in Grading, Teaching Dialogues, and in departments such as Biology, Physics and Engineering. With the scheduling of courses, the college is participating in the 2022-23 CCCCO's Strategic Enrollment Management program, and is focused on building a student-centered schedule (e.g., offering courses at various times and in different modalities that best suit student needs). Additionally, the college is actively working on developing degree maps and piloting ACP embedded academic counseling.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

The College has also set out to address diversity issues in all employee groups with the implementation of a Equal Employment Opportunity Officer program in 2022 based on the recommendation of the President's Racial Equity and Social Justice taskforce. To help move the college move towards a culture of equity-minded grounded instruction and practice, the college has continued to invest in professional development programs such as the Equity-Minded Teaching and Learning Institute, and Peer Online Course Review, plus communities of practice such as Equity in Grading, Teaching Dialogues, and in departments such as Biology, Physics and Engineering. TWith the scheduling of courses, the college is participating in the 2022-23 CCCCO's Strategic Enrollment Management program, and is focused on building a student-centered schedule (e.g., offering courses at various times and in different modalities that best suit student needs). Additionally, the college is actively working on developing degree maps and piloting ACP embedded academic counseling. We have also created Canvas shells for each ACP. Students can self-enroll in an ACP Canvas shell to find more information about the disciplines, faculty, and career options within their ACPs.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

The college has implemented a robust program review process where instructional areas and student services are now integrated. The cycle for program review submission is staggered to allow for most areas to complete yearly updates while others submit comprehensive versions. Both the annual update and comprehensive submission require direct connection to the updated (2022-28) college strategic plan and areas of focus (1. Increase

Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees), plus steps for continuous improvement using college level and local student success data. This aligns nicely with the overarching goals of our integrated Guided Pathways and Student Equity efforts.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

We don't foresee any issues with this structure, as the 2022-28 Strategic Plan will be driving our efforts at the college.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

**With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?**

Selections:

Yes

Selection Sub-Questions:

Which areas of Completion does your college wish to discuss for this selection?

Check Boxes:

Adult Education/Noncredit Completion

**Certificate Completion**

Degree Completion

Please describe the continuous improvement process at your college towards advancing this goal.

The college has implemented a robust program review process where instructional areas and student services are now integrated. The cycle for program review submission is staggered to allow for most areas to complete yearly updates while others submit comprehensive versions. Both the annual update and comprehensive submission require direct connection to the updated 2022-28 college strategic plan and areas of focus: 1. Increase Equitable Access, 2. Eliminate Equity Gaps in Course Success, 3. Increase

Persistence and Eliminate Equity Gaps, 4. Increase Completion and Eliminate Equity Gaps, 5. Increase Hiring and Retention of Diverse Employees, plus steps for continuous improvement using college level and local student success data. This aligns nicely with the overarching goals of our integrated Guided Pathways and Student Equity efforts.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

The College has set out to address diversity issues in all employee groups with the implementation of a Equal Employment Opportunity Officer program in 2022 based on the recommendation of the President’s Racial Equity and Social Justice taskforce. To help move the college move towards a culture of equity-minded grounded instruction and practice, the college has continued to invest in professional development programs such as the Equity-Minded Teaching and Learning Institute, and Peer Online Course Review, plus communities of practice such as Equity in Grading, Teaching Dialogues, and in departments such as Biology, Physics and Engineering. TWith the scheduling of courses, the college is participating in the 2022-23 CCCCCO’s Strategic Enrollment Management program, and is focused on building a student-centered schedule (e.g., offering courses at various times and in different modalities that best suit student needs). Additionally, the college is actively working on developing degree maps and piloting ACP embedded academic counseling.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

**Question Group: Student Equity and Achievement (SEA) Program Integration**

Using the scale below, describe your college’s progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Fully Integrated\*\*

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

The responsibility for the college-wide implementation of a Guided Pathways framework sits with the Dean of Student Success and Equity within the Office of Institutional Effectiveness, Success and Equity. The student success and equity faculty coordinator (.40 reassigned position) reporting to the dean is focused on Guided Pathways as part of the core responsibilities. This structure allows for planning and implementation of both the Student Equity and Guided Pathways to be fully integrated. Additionally, the Student Success and Equity Council is the participatory governance body where both Student Equity and GP planning are brought forward for discussion and endorsement.

What did your college learn from this process?

Similarly to most colleges within the California Community College system, at first Cuyamaca siloed Student Equity within Student Services under the direction of the Vice President of Student Services and Guided Pathways within Instruction under the Vice President of Instruction. Despite Guided Pathways being an area of focus in the 2016-2022 Strategic Plan, it lacked a comprehensive perspective and as a result floundered for the first three years of implementation under the Vice President of Instruction. Meanwhile in 2016, Student Equity was moved from the Vice President of Student Services and relocated to the Associate Dean of Student Equity and Engagement within the newly created Office of Institutional Effectiveness, Success, and Equity. In 2019, Guided Pathways was also relocated to the now Dean of Student Success and Equity in efforts to integrate both areas. As a result, the student success and equity faculty coordinator position reporting to the dean was reimagined to focus on Guided Pathways as part of the core responsibilities.

The lessons learned in this process were many, this work needs to be at an institutional level not programmatic and the level of leadership required for operationalizing Student Equity and Guided Pathways is best at a dean level flanked by faculty coordinators and a participatory governance body. To avoid territorial issues both in Student Equity and Guided Pathways the efforts are best coming from



a research and planning focused division with no programs or services such as IESE.

What Is your college's plan to continuously improve to optimize and sustain the integration?

We don't foresee any issues with this college structure as there are no immediate plans to change the current leadership for Student Equity and Guided Pathways

### **Question Group: Associate Degree for Transfer (ADT) Integration**

Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Selections:

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

The current structure of the college does not fully support implementing a Guided Pathways framework, this is especially evident with the structure of the current Academic and Career Pathways (ACPs), this structure makes it difficult for faculty to collaborate in the scheduling process and for students to easily access key resources such as financial aid and academic counseling.

What are the actions your college has taken / plans to take to overcome these challenges?

To address the scheduling of courses, the college is participating in the 2022-23 CCCC's Strategic Enrollment Management program, and is focused on building a student-centered schedule (e.g., offering courses at various times and in different modalities that best suit student needs). Additionally, the college is actively working on developing degree maps and piloting ACP embedded academic counseling.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

<b>Timeframe (100 Characters ONLY)</b>
Immediate: Development of degree maps and making them available for students on the website via ACP or discipline web pages
Intermediate: Shifting to ACP embedded academic counseling
Long-Term: Restructuring instructional deans to be more representative of the ACP model and making them more student facing

How will your college evaluate these listed outcomes?

The college will evaluate the listed outcomes via assessing the level of implementation that has occurred for each. After each outcome has been fully implemented, the assessment would be looking at student qualitative and quantitative racially disaggregated data to assess the effectiveness of each outcome in relation to access and completion of Associate Degrees for Transfer.

**Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration**

Using the scale below, describe your college’s progress integrating the ZTC Program with Guided Pathways to achieve KPI Metrics.

**Fully Integrated\*\***

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

The Zero Textbook Cost (ZTC) program is under Online Education Resources (OER) which reports to the Dean of Student Success and Equity within the Office of Institutional Effectiveness, Success, and Equity, as does Student Equity, Guided Pathways, and Teaching and Learning. This line of reporting allows for collaboration and alignment between the faculty coordinators leading each effort within the

aforementioned areas. As a result the ZTC program was developed by the OER faculty coordinator and the dean in consultation with the Student Success and Equity faculty coordinator, Teaching and Learning faculty coordinator, and the Online Teaching and Learning faculty coordinator.

What did your college learn from this process?

During the creation of the OER program and faculty coordinator position where the ZTC program lives, there was intention by the Academic Senate leadership in their recommendation to place OER under the Dean of Student Success and Equity within the Office of Institutional Effectiveness, Success, and Equity, to ensure alignment with Student Equity and Guided Pathways. Which once again highlights the advantage of having these areas live together under the same office or division.

To optimize and sustain the integration, what is your college's plan to continuously improve?

The ZTC program led by the OER faculty coordinator and the Dean of Student Success and Equity will continue to collaborate with the Student Success and Equity faculty coordinator, Teaching and Learning faculty coordinator, and the Online Teaching and Learning faculty coordinator. Additionally, the ZTC program will continue to support the Guided Pathways framework implementation under this structure.

### **Question Group: California Adult Education Program (CAEP) Integration**

Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

What are the actions your college has taken / plans to take to overcome these challenges?

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Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

<b>Timeframe (100 Characters ONLY)</b>
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

**Question Group: Strong Workforce Program (SWP) Integration**

Using the scale below, describe your college’s progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Historically, the Strong Workforce Program (SWP) has been siloed at the college under instruction which has allowed for decisions to be solely based on the needs of workforce programs and not institutional needs. Additionally, being siloed fosters very little investment from the many departments to support and participate with implementation of a Guided Pathways framework. Lastly, the current state of the area with interim roles in middle management have created a challenge for long term combining metrics.
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What are the actions your college has taken / plans to take to overcome these challenges?

There has been informal integration with Strong Workforce, but a goal for the upcoming term will be to be more intentional with these partnerships. Embedded counseling within Environmental and Applied Technology will be one action item as a starting place.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

<b>Timeframe (100 Characters ONLY)</b>
Immediate: Development of degree maps and making them available for students on the website via ACP or discipline web pages
Intermediate: Shifting to ACP embedded academic counseling
Long-Term: Restructuring Career and Technical Education dean to be more representative of the ACP model and making it more student facing

How will your college evaluate these listed outcomes?

The college will evaluate the listed outcomes via assessing the level of implementation that has occurred for each. After each outcome has been fully implemented, the assessment would be looking at student qualitative and quantitative racially disaggregated data to assess the effectiveness of each outcome in relation to supporting student retention and success within Career and Technical Education.