Pathways to Student Success & EQUITY

Governing Board Workshop
November 14, 2017
Some Themes for Our Workshop

**Growth**
Over 1,000 more students enrolled at Cuyamaca between fall 2012 and fall 2016

Setting the pace for the state in **acceleration** in basic skills math, English, and ESL

**Innovation**

Integrating and aligning our **planning** efforts at every level

**Integration**

Connecting our efforts through guided student **pathways**

**Transformation**
Who Are Our Students?

9,917 Students Enrolled (Fall 2016)

Average Age: 27

1 in 3 are Latinx

54% are Female
Advancing Our Strategic Goals

Priority #1: Acceleration

Priority #2: Guided Student Pathways

Priority #3: Validation &

Priority #4: Organizational Health

Engagement
Integrated college planning to ensure funding streams directly support our strategic priorities

4 Strategic Priorities
Integration for Transformation

Chancellor’s Office integration of categorical funding

Closing the loop on prior plans

New, measureable student success goals

Alignment of activities across funding streams

Equity in student outcomes
OUR EQUITY LENS

Success for one is success for all. Cuyamaca College honors that we are privileged to be part of a diverse academic community committed to fostering and advocating equity mindedness, inclusivity, civility, and social justice. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and we reject all forms of discrimination against any member of our community. We actively work to eliminate any achievement gaps among different student groups and to promote a campus culture of healthy diversity.
OUR EQUITY FRAMEWORK

Framework: informed by our Equity Lens
- Equity Mindedness
- Inclusivity
- Civility
- Social Justice
- Unlearning Prejudice

Five Point Model: driven by our Equity Framework
1. Professional Development for faculty and staff
2. Curriculum and Student Support Services Delivery
3. Student Engagement and Validation
4. Research
5. Evaluation
Loss & Momentum Framework

Connection
- Interest to Application

Entry
- Enrollment to Gatekeeper Course Enrollment

Progress
- Selection of Program of Study to 75% of Units Completed

Completion
- Complete Program of Study to Credential with Labor Market Value
Our Integrated Plan Goals

- Improve equity in student math, English, and ESL placements

- **Increase “throughput”** (the percentage of entering students who successfully complete transfer-level courses in their first year of college)
  - Math
  - English

- Improve the college-wide **course success rate**
Our Integrated Plan Goals

▪ Increase the percentage of students who complete at least 15 units in their first year

▪ Increase persistence rates for first-time students

▪ Increase the completion rate
The Pathways Framework
The WHY: Statewide

Pathways

We need to do better by our students

- Statewide, only 48% complete within six years*
- The median time to degree completion is 4.1 years**
- The average number of units earned by associate degree completers is **89 units**
  - The number of units earned is higher for students of color and low-income students

*Student Success Scorecard (2010/11 Cohort)
**Campaign for College Opportunity (2014)
The WHY: Cuyamaca

We need to do better by our students

- At Cuyamaca, only **42%** complete within six years
- The average number of units earned by associate degree graduates **ranges from less than 60 units to 120 units**
- We have notable **equity gaps** on a number of indicators

*Student Success Scorecard (2010/11 Cohort)*
Preparing to Measure Our Progress

Envisioning our CCC Pathways baseline (2015-16) cohort...

1,295

First-Time Students

79%

Success Rate in College-Level Courses

Equity Gaps

69%

Persist to Second Term

Only 1 in 3 Enroll Full Time

Source: CalPASS Plus/Launchboard Guided Pathways Dashboard
Preparing to Measure Our Progress
Envisioning our CCC Pathways baseline (2015-16) cohort...

15% Complete Transfer-Level Math in First Year

9% Complete Both Transfer-Level Math and English in First Year

21% Complete Transfer-Level English in First Year

25% Earn 15+ Units in First Year

Source: CalPASS Plus/Launchboard Guided Pathways Dashboard
The WHY: A System Perspective

- Colleges have built-in barriers to student success
- Original higher education model focused on the elite - well prepared and resourced students
- Our system was designed for access, but not completion
Guided Student Pathways Framework

An *integrated, institution-wide approach* to student success based on intentionally designed, *clear, coherent and structured educational experiences*, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.
Project Overview

- Three-year project
- Modeled on the American Association of Community Colleges (AACC) Pathway Project (30 colleges nationwide)
- 20 California Community Colleges
- College teams of 5-7 attend six planning institutes over three years
- Loss and Momentum KPIs to measure results
The Four Pillars
Organizing the Work

• Leadership team
  – College President
  – Team Facilitator
  – President’s Extended Cabinet
• Lead coach and partner coach
• Teams for each institute will vary
• CAGP Workgroup
• Standing Committees
Other Pathway Initiatives

- **AACC Pathways Project**
  - Started in 2015
  - 30 colleges nationwide (3 CA community colleges)

- **California Community Colleges Guided Pathways**
  - 2017 All 114 California Community Colleges
  - $150 million over 5 years (one-time funding) CCCCCO
Pathways Framework Adoption Plan

• **Communication Plan**
  – Getting the word out to the College

• **Guided Pathways Website**
  – Resource center

• **Comprehensive Implementation Plan**
  – Imagine the ideal
  – Plan back to where we are today
  – Deep dive into our data
Pathways Adoption Progress To Date

- Pathways integrated planning and funding model
- Identified our meta majors (what we will call them still TBD)
- Piloted departmental/program orientations/open house (Student Success Day)
- Created program/academic maps
- Innovation: Implemented cross-department efforts (e.g., math pathways, STEM portfolio)
- Scaled up FYE program (Pathway Academy) with mandated math, English or ESL in first-year
- Designated academic counselors by meta-major (STEM)
Continuing **SSSP, Equity & Basic Skills**
Work in Support of Pathways

Development of multicultural relevant curriculum

Multiple measures placement/articulation/exemptions

Revised matriculation services on campus and at feeder high schools

Corequisite support courses and acceleration

Cultural competency and other targeted professional development

Student engagement and validation efforts

Student education planning and graduation campaigns
Early Results of Promising Placement Practices

24% Place into Transfer-Level Math
Pre-Multiple Measures (Fall 2015)

84% Place into Transfer-Level Math
Post-Multiple Measures (Fall 2016)
Early Results of **Promising Placement Practices With an Equity Lens**

<table>
<thead>
<tr>
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<th>Pre-Multiple Measures (Fall 2015)</th>
<th>Post-Multiple Measures (Fall 2016)</th>
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<tbody>
<tr>
<td><strong>African American/Black Students</strong></td>
<td>Place into Transfer-Level Math: 9%</td>
<td>Place into Transfer-Level Math: 73%</td>
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<tr>
<td><strong>Latinx Students</strong></td>
<td>Place into Transfer-Level Math: 21%</td>
<td>Place into Transfer-Level Math: 85%</td>
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Early Results of **Promising Practices** Corequisite Models/Acceleration

- **10%** Of Students Who Begin in Developmental Math Complete Transfer-Level Math
- **67%** Complete Transfer-Level Math within 1 Year

Traditional Remediation (2015/16)

With Corequisite Model Implementation (2016/17)
Questions