



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Academic - Center for Water Studies (CWS) - (CE)

Recruit transitioning military members, women and other underrepresented populations for entry into the water & wastewater industry through nontraditional pathways (Goal 1)

Program Goal: Recruit transitioning military members, women and other underrepresented populations for entry into the water & wastewater industry through nontraditional pathways

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Recruit transitioning military members, women and other underrepresented populations for entry into the water & wastewater industry through nontraditional pathways (X)
- **Increase Completion and Eliminate Equity Gaps:** Recruit transitioning military members, women and other underrepresented populations for entry into the water & wastewater industry through nontraditional pathways (X)
- **Increase Equitable Access:** Recruit transitioning military members, women and other underrepresented populations for entry into the water & wastewater industry through nontraditional pathways (X)

Summary of Progress or Results
<p>Summary Date: 12/13/2024</p> <p>Summary of Progress or Results: This goal will be continued into the following year.</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>Action steps for this academic year.:</p> <ol style="list-style-type: none">1) CWS will work with key industry partners like AWWA, CWEA, ACWA, regional water and wastewater agencies, Zero8hundred, Operation Reboot and other groups to develop the apprenticeship program for transitioning military members.2) CWS will adapt the Women in Water symposium format for use with transitioning members of the military.3) CWS will expand the Women in Water symposium, targeting additional outreach to women and high-school age students to recruit high-school age women into water and wastewater career pathways.

Create an apprenticeship program for transitioning active-duty military members and veterans (Goal 2)

Program Goal: Create an apprenticeship program for transitioning active-duty military members and veterans

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Create an apprenticeship program for transitioning active-duty military members and veterans (X)

- **Increase Completion and Eliminate Equity Gaps:** Create an apprenticeship program for transitioning active-duty military members and veterans (X)
- **Increase Equitable Access:** Create an apprenticeship program for transitioning active-duty military members and veterans (X)

Summary of Progress or Results
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Continue existing efforts to recruit and improve enrollment numbers, add more classes offered in Hyflex modality. (Goal 3)

Program Goal: Continue existing efforts to recruit and improve enrollment numbers, add more classes offered in Hyflex modality.
Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Continue existing efforts to recruit and improve enrollment numbers, add more classes offered in Hyflex modality. (X)
- **Increase Completion and Eliminate Equity Gaps:** Continue existing efforts to recruit and improve enrollment numbers, add more classes offered in Hyflex modality. (X)
- **Increase Equitable Access:** Continue existing efforts to recruit and improve enrollment numbers, add more classes offered in Hyflex modality. (X)

Summary of Progress or Results
<p>Summary Date: 12/13/2024</p> <p>Summary of Progress or Results: This goal will be carried forward into the next year.</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>Action steps for this academic year.:</p> <p>Continue our existing efforts to recruit, promote, and improve enrollment numbers</p>

Program Overview and Update

Lead Author

Joseph Young

Collaborator(s)

none

Dean/Manager(s)

George Dowden

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

The Center for Water Studies has been continuing to pursue veterans, women, and high school STEM graduates for recruitment into the water industry. We are planning another Warriors2Waterworks veterans career symposium for sometime next year. The symposium will feature speakers and sessions highlighting the similarities in technical training and developed skills possessed by military personnel and how those skills align favorably with skills sought after by water utility agencies. Additionally next spring, we plan to host our 7th annual Women in Water Symposium. This annual event has been very successful in highlighting the many careers available to women in the water industry.

The Center for Water Studies is beginning to offer classes in Hyflex mode, with the goal of expanding accessibility for students and bringing enrollment numbers up. Four classes were offered in Hyflex in the fall '24 semester, and we hope to add more classes in Hyflex mode next spring.

We have recently been expanding our outreach activity with local high schools, participating in two high school career days and taking advantage of high school campus tours arranged by Cuyamaca College Outreach.

Another recruiting effort is to reach out to former students working in the water industry to return to school and complete their studies and earn higher industry certifications. The incentive for the former students is to advance their careers and enhance their wages. CWS participated in nine such employee events at the City of San Diego and Olivenhain MWD this past year. This effort has already begun to bear fruit with former CWS students returning to the classroom.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?

Yes

Which courses have not been assessed in the last 4 years?

CWS 206, 207, 210, 214, 216, 232, and 270 have not been assessed in the last 4 years. All of these classes have fallen victim to enrollment management and have been canceled for low enrollment over the last several semesters.

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

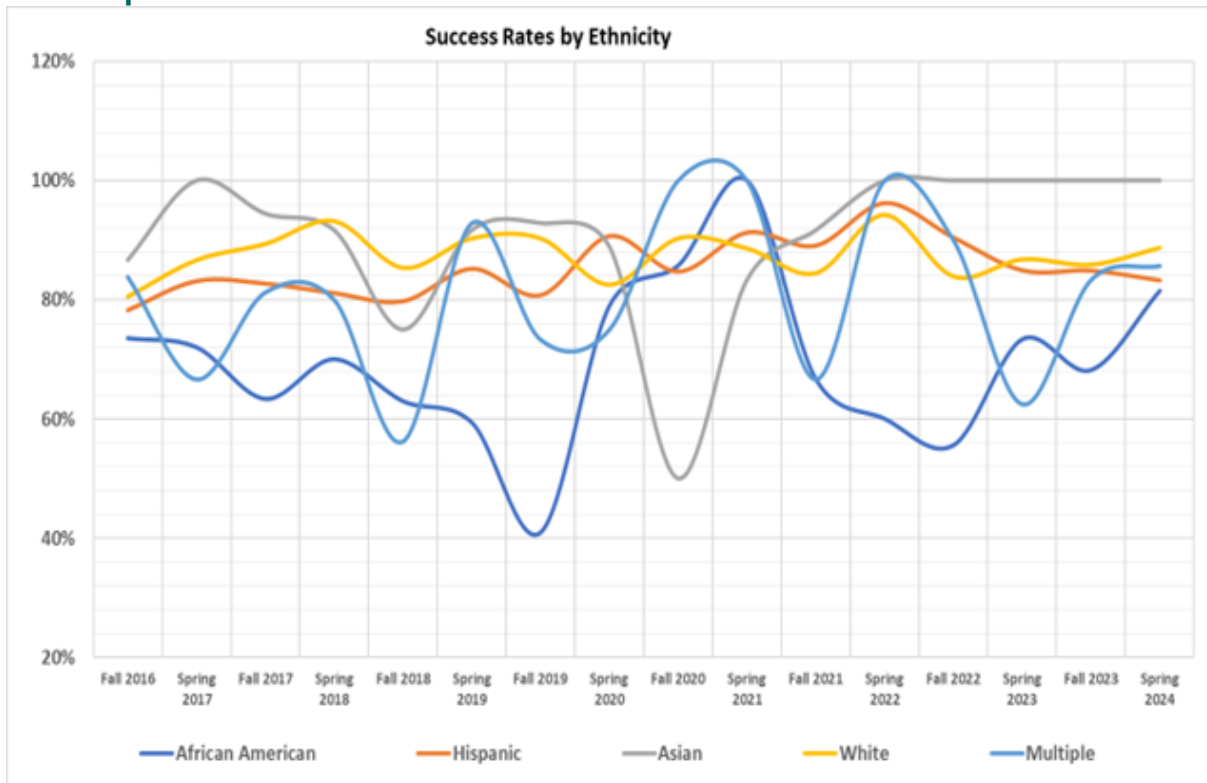
The Center for water studies has assessed 20 classes in the last year. The only classes not assessed were classes canceled due to low enrollment.

Student Achievement

Please discuss any equity gaps in access or success.

Equity gaps occurred primarily with Black, Asian, Hispanic, and Multiple ethnicities. Some gaps were significant, others were relatively small. I could not see any trends or patterns to the equity gaps, the results appeared to be random.

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What action will the department or discipline take to address these equity gaps?

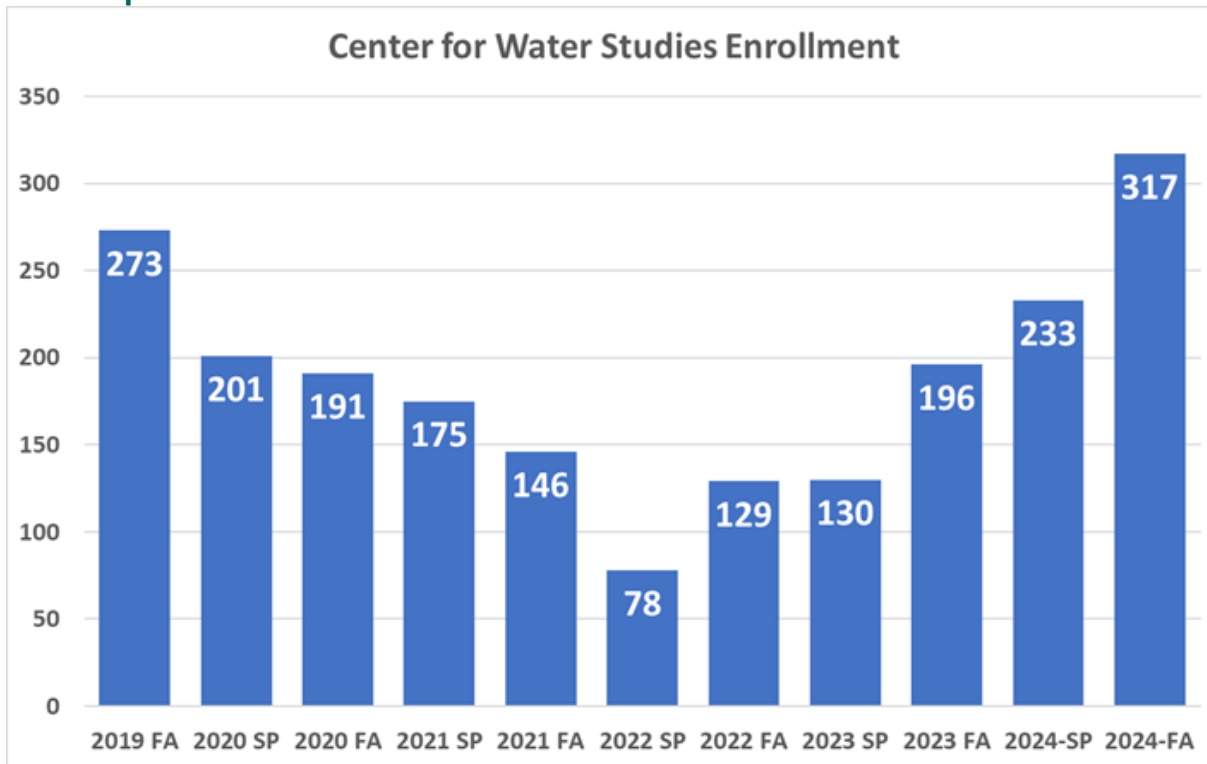
Many students, of all ethnicities, come into our program unprepared for the college learning experience. There are many factors that contribute to their lack of success. They may not possess certain personal traits that promote success: strong work ethic, self-motivation, self-development skills, ability to meet deadlines, taking responsibility, etc. They may not have had the technical STEM education and background that would benefit them in our program coursework: basic math skills, science education, analytical skills, problem solving skills, etc. The strengths and weaknesses that students bring with them into the classroom are established long before we have an opportunity to work with the student.

I cannot think of any specific actions that could be taken to eliminate equity gaps. All students are individuals who bring different skills and abilities to the classroom. Some students are better prepared for the college experience than others. Some students will thrive in the classroom environment while others will struggle. It would be unreasonable to expect that we can guarantee equal outcomes for every student in every class. CWS faculty will continue to support each and every student in their effort to promote achievement and success in every class.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

CWS enrollments have been steadily increasing since the spring 2022 semester, rising 244% in 5 successive semesters. Over the past year, enrollments increased from 244 to 361 enrolled students. This is a direct result of our aggressive recruiting efforts over the last several years. See attached chart.

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What has this data revealed about the progress of the program review goals you set?

It reveals to me that our recruiting efforts are showing positive results.

Distance Education Course Success (If Applicable)

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review