

San Diego Miramar College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23): Draft

Details

Plan Title *

San Diego Miramar College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23)

Plan Description

Not Entered

Lead Institution

Lead Institution

San Diego Miramar College

Address

N/A

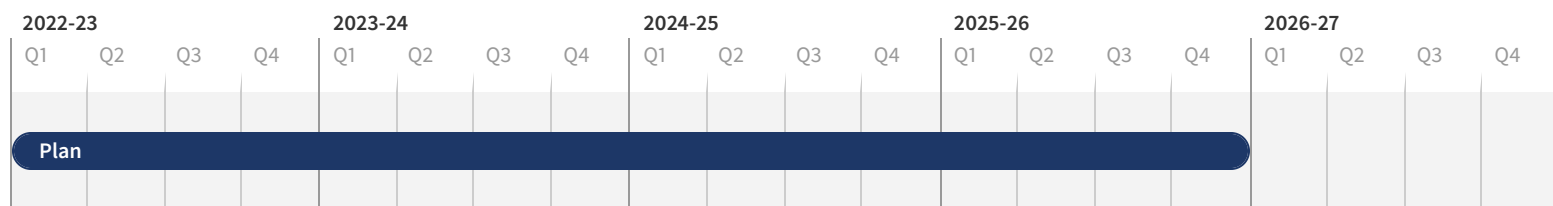
Community College District

San Diego CCD

Website

N/A

Timeline



The start year for this plan

2022-23

The start quarter for this plan

Q1

The funding year for this plan

2022-23

The number of fiscal years this plan will span

4 year(s)

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Guided Pathways Work Plan

1. Successful Enrollment and Entering Students *

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

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.

50% to 75% complete

1.1.1 (50% to 75% complete) What is your local goal? *

The largest barrier to achieving this data is CCC Apply. First, there is data collected on the application which is not accessible to the college. The lack of ability to review the data makes it difficult to assess student need and create viable pathways from the onset of a student's educational experience. Second, the data collected on the application does not always capture an accurate picture by which the college can react. Still, the college is working to develop an automated system that will enroll students into their Academic and Career Pathway (ACP), place them in the ACP canvas shell, and connect students with the ACP success team. In these ACPs, students will have a more comprehensive orientation and mentoring events to help shepherd them to completion.

1.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? *

Currently, Miramar does not have access to the data on CCC Apply which limits our access to communication with these potential students. As a result, all data requests need to go through the district, which limits access to the type of data needed. Another barrier is the data that is provided by students. Since the application data is what is originally being used to sort students into ACPs, student selection for educational objective, major, and goal can be misleading.

1.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? *

The college has been working with the district offices on a solution to accessing data. Still, we have been focusing our attention on the new students enrolling in fall and spring. The campus has employed multiple strategies to communicate and support these students. A survey will be released May 1 to measure student satisfaction, which will help us plan for changes for next fall.

1.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? *

- Once the college is given access to the data in CCC Apply, then we can begin to have a conversation on increasing enrollment from application.

- Strengthening the ACP model
- Build the ACP success teams towards a more holistic model where faculty and students feel connected

1.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

Currently, we are breaking down the data for all introduction courses based on ethnicity, age, and gender. The analysis of this level of data for all introduction courses has opened the door for conversations.

1.1.6 (50% to 75% complete) 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 team has been very deliberate in their efforts to engage with the appropriate departments and programs to ensure institutionalization is possible. For instance, SDCCD has held monthly meetings with all of the Guided Pathways teams to ensure discussions are occurring across the district. The college Guided Pathways leaders also meet monthly to share progress and offer support. Larger decisions that impact all of the colleges in the district are discussed in multiple meetings and collaboration is occurring at a level conducive to real change. In addition, we have been working to identify a plan for how different activities will be absorbed by the college and who will be responsible for the various activities in future years.

1.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Continued conversations with the district and our sister colleges will help reduce barriers.

1.2 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? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

1.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

- Have access to data from CCC Apply
- Invest in CRM to communicate with students
- Identify and coordinate with current wrap around services with the goal of assisting students in enrollment processes
- DI representation in staffing
- Allocate resources to directly support efforts
- Continued Program Mapper updates and enhancements
- Institutionalize Program Mapper efforts
- Create a process for approving program maps on a yearly basis & editing on a bi-annual basis

1.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

- Access to data will allow us to make informed decisions that will help us develop strategies and intervention which strategically impact our various sub populations
- Targeting communication to the various sub populations will allow us to integrate the strategies identified to particular populations
- Targeted professional development on culturally responsive practices embed in Light the Fire programs
- Stronger connection between instruction and student services creating a collaboration that will yield towards a more holistic approach wherein students are guided by multiple areas of the college
- Continue to expand Jets JumpStart
- Introduce ACP orientation to help acclimate students
- New student section is being built into the ACP Canvas Shell to clearly identify steps to enrollment
- District will auto enroll students in the ACP Canvas Shell upon completing application

- Continue adding differentiated orientations based on student demographics (I.e. undocumented students, re-entry/re-engagement students, athletes, etc.) Develop onboarding for new faculty

2. Persistence: First Primary Term to Secondary Term and Entering Students *

2.1 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. *

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.

50% to 75% complete

2.1.1 (50% to 75% complete) What is your local goal? *

The college will continue to build the ACP cohort model so that students have access to resources. One such resource will be the success team that is attached to each ACP. Using the cohort model, each ACP will conduct an orientation to college. Students will have access to a counselor at this orientation. A goal will be for all new students to have an educational plan by the end of their second semester.

2.1.2 (50% to 75% complete) What are the major barriers for your college to reach this goal? *

The largest barrier we have is resources: both financial and personnel. As we look at the data for what all students need to succeed, we recognize that many of our student populations need very different things, much of which cannot be addressed given the state of our current budget constraints and lack of personnel.

2.1.3 (50% to 75% complete) What actions has your college taken that has led to noticeable advancement towards your goal? *

In fall 2022, the college launched a Campaign for Student Success. Including in this campaign were multiple interventions. First, all new students received communication email, followed up by a text message and finally a phone call, from a volunteer on campus. Next, events were held on campus during college hour to introduce them to the Academic and Career Pathways. Finally, announcements and regular communication was shared with students. Plans remain for improvement of this campaign for the next academic year.

2.1.4 (50% to 75% complete) What actions will your college prioritize on going forward? *

Collecting data in incoming students has helped us to develop a plan on how to communicate. In addition, the college will continue to explore ways to engage with the student early and often. One possible solution will be the purchase of a CRM so we can tailor communication specifically to sub populations. Another priority will be the development of educational plans for all new students.

2.1.5 (50% to 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

Identifying the sub populations and helping orient students to the resources available on campus will increase campus efforts at removing friction points.

2.1.6 (50% to 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward? *

Currently, the Guided Pathways Steering Committee is working within our governance structure to reimagine the Guided Pathways committee and combine it with several current committees. The thought is by connecting committees working on student success would yield greater commitment and conversations relating to student success in their first year.

2.1.7 (50% to 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

The largest barrier we have is resources: both financial and personnel. Many areas are seriously underfunded and understaffed making it difficult to engage in some of the work.

2.2 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 equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

2.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

- Establish data points needed and mechanism to share access to the data
- Implement success team model using inquiry and action model
- Assess effectiveness of ACP canvas shell by tracking student usage
- Assess effectiveness of regularly communication with students
- Host intentional student engagement opportunities for DI students to connect to their ACP
- Quantitative/qualitative data to determine areas of strength/weakness to support DI students
- Utilize the Program Review process to examine areas of strength and opportunities to improve support for DI students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
- Targeted professional development on strategies/practices to support DI students
- Centralized data (one system) for support services to understand student engagement on-campus
- Early alert system/process to capture students who are at-risk of failing/dropping out

2.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

- Access to data will help inform the Inquiry and Action teams of the barriers that exist by ACP
- The development of a communication plan for what to and when to communicate with students will help inform the college of the key message's students need in order to assist them with staying on the path
- There are multiple approaches that have been taken with the student engagement opportunities: calling campaign, mentoring program, paired learning, career exploration events, transfer events, in class presentations, LAEP student involvement
- Quality Program Review will help identify data per program which will spark discussions on persistence and success by DI population, age, and gender.
- Professional Development events by ACP, by program, and through the Light the Fire PD series addressed at building community and student persistence
- Revisions to ACP canvas shells to include links to college success strategies, updated faculty information, and modules to help students when they need
- Development of Undeclared ACP and undeclared orientation. Success Team formed to connect with students who are Undeclared
- Campaign for student success with calling of students and showing that Miramar employees are here to help with their success
- Launch of MyCoach, an app with resources and milestones that can help students stay on the path
- Launch of Program Mapper for all Full Time and Part Time students to CSU, UC and career path

3. Completion of Transfer-Level Math & English and Entering Students *

3.1 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. *

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Less than 50% complete

3.1.1 (Less than 50% complete) What is your local goal? *

Identify students wanting to transfer early on to help them enroll in transfer level Math and English in their first year.

3.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

The largest barriers we have are resources: both financial and personnel, and access to current data.

3.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your taken to begin the process? *

The college has been working on the development of program maps for each degree and certificate. With these maps developed, there are two major things that need to happen for this information to be useful. First, all faculty, instructional and counseling, need to familiarize themselves with the maps to reduce the number of errors. Next, the campus needs to engage in a marketing campaign to help students find and use the maps. Finally, the maps need to be updated regularly based on the changes that occur in our transfer institutions.

3.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

There are several concerns with the look of the program maps, so Miramar has been working with the Foundation for California Community Colleges on these concerns. Changing the appearance of the milestones will make it look like less classes per semester. Since the milestones cards look exactly like course cards, our students have expressed concerns about the visual appearance. In addition, since the number of courses for our transfer categories can be large, we have expressed the need for accordion style headers. Each of these minor tweaks can have long lasting implications for our students.

3.1.5 (Less than 50% complete) 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? *

The Guided Pathways Steering Committee is merging with the committee tasked with increasing enrollment and successful completion of transfer level Math and English.

3.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Reorganization is necessary for us to overcome certain barriers. Reducing silos and bringing together different departments and programs will be critical as we move to increase the number of students completing transfer level Math and English.

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

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

3.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

- Marketing importance of taking Math and English
- Increase persistence and success rates
- Prioritization of resources to directly support efforts to close gaps for DI students
- Targeted professional development on strategies/practices to support DI student success in Math and English
- Align the program mapper with these efforts, specifically to have Math and English completed in the first year.
- Create learning communities in each ACP with Math, English, and a light the fire course in a student's first semester targeting DI student populations
- Obtain new student data on student's taking Math & English in their first semester For those not enrolled in both Math & English, reach out to students in meeting with a(n) (ACP) counselor to create an education plan for the following semester to complete it

3.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

- Piloted paired coursing with MATH 104 and PERG 120
- Mentoring program for STEM (faculty/student) 3 Mentoring events per semester for STEM
- Title V for STEM
- Program Mapper identifying course sequences which strategically place Math and English in first year
- In conversation to determine if a we can develop and offer a CTE version of Math and English
- Continue regular norming sessions with English
- ACP tutors
- Program Mapper Event for first year students

4. Transfer and the Student Journey *

4.1 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. *

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

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Less than 50% complete

4.1.1 (Less than 50% complete) What is your local goal? *

Students who identify as "Transfer" are able to transfer within a reasonable time. They have a clear path identified and are knowledgeable about the resources on campus that can help them to achieve this goal.

4.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

The largest barriers we have are resources: both financial and personnel, and access to current data.

4.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

Students need to have access to their program maps as well as access to meet with a counselor. Currently, the college is hiring a Transfer Center Coordinator, a position that has been vacant for some time. Helping students to develop a plan coupled with offering them a space to go to for help with their transfer goal is critical.

4.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

Since many of our students are part time and taking classes online, there have been multiple interventions that have varied approaches to accommodate the needs. For instance, orientation by ACP will be offered in person, on zoom, and recorded for viewing a later date. This multi prong approach will help students who have access issues, participate. In addition, organizing milestones and steps to graduation in the ACP canvas shell can help students who cannot attend campus to still understand the necessary steps to completion.

4.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward? *

Continued conversations are occurring about the processes by which we can aid our students in achieving their transfer goal. With the development of the ACP success team, the research office will update our data dashboard to reflect data by ACP. This coupled with the assignment of LAEP work study students into each success team will allow the ACP teams to have current data on their students, giving them the opportunity to tailor strategies and interventions towards sub populations.

4.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Budget is a major challenge, especially with the release of hold harmless. The success teams are being funded by HEERF and will continue to be funded by the block grant. Limited resources for the college prohibit us from institutionalizing these positions, which means eventually the success team will be dismantled, leaving no one in charge of the ACPs. The college is looking at ways to incorporate some of the work into its current structures.

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

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

4.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

- Make access to data on transfer by subpopulations available
- Staff transfer center
- Increase number of students who have comprehensive SEP's
- Market Program Mapper
- Targeted Transfer workshops to various subpopulations
- Revision of Miramar website Institutionalize Program Mapper efforts.

Annually review of Program Mapper with counseling and departments. Build Miramar Alumni network to share experiences on transfer and workforce

4.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

- Hiring of a transfer center director
- Development of group abbreviated educational planning
- Hiring of 4 new general counselors ACP event focusing on education planning
- ACP event focusing on transfer: educational in first semester, to build on in future semesters
- Program Mapper Event for first year students and transfers.

5. Completion and Student Success *

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

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

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

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

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Less than 50% complete

5.1.1 (Less than 50% complete) Which areas of Completion does your college identify as Less than 50% complete? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Adult Education/Noncredit Completion
- Degree Completion

5.1.2 (Less than 50% complete) What is your local goal? *

Aid our students in the selection of a major that will help lead to a viable career which provides a livable wage. In addition, efforts are being made to ensure that while enrolled in our courses, students are being informed about the resources available on campus to help them succeed.

5.1.3 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

The largest barriers we have are resources: both financial and personnel, and access to current data.

5.1.4 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

Professional Development is occurring focusing on embedding career exploration and informing students of campus resources in introductory courses. Including the campus community in the discussion has expanded the responsibility beyond student services, which can create a more student focused campus.

5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

Access to program mapper, counselor appointments, and campus resources can help disproportionately impacted students on their educational journey.

5.1.6 (Less than 50% complete) 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? *

Working with the campus at large, the college is establishing how the program mapper will be institutionalized, who will update curriculum changes annually and how students will continue to get access to the most current program maps.

5.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

The most obvious barrier is funding. Someone will need to update the program mapper, which is a new position or job description.

5.1.8 (Less than 50% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Not Entered

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

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

5.2.1 (In Progress) Which areas of Completion does your college wish to discuss for this selection? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Adult Education/Noncredit Completion
- Degree Completion

5.2.2 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

- Increase number of SEP's completed
- Regular communication with students nearing completion
- Host student engagement opportunities for DI students to connect to their ACP
- Quantitative/qualitative data to determine areas of strength/weakness to support DI students
- Utilize the Program Review process to examine areas of strength and opportunities to improve support for DI students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
- Targeted professional development on strategies/practices to support DI students
- Identify resources to directly support intentional efforts
- Revision of Miramar homepage to reflect Guided Pathways framework

5.2.3 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

- Embed a counselor in each ACP
- Establish communication plan on what to and when to communicate with students
- Train success team on inquiry and action plan
- Engage faculty and classified professionals in the ACP model Collaborative efforts by student success and instruction
- Career Ambassadors
- Student involvement in success team though LAEP
- Program Mapper with enhancements ACP specific monthly events
- First semester orientation connecting student services and instruction
- College hour
- ACP tutors

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

Not Entered

6. Student Equity and Achievement (SEA) Program Integration *

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

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration In Progress

6.1.1 (Integration In Progress) What are some present challenges that affect reaching full integration? *

- Resources
- Staffing
- Currently in the planning process for the launch of ACP success teams

6.1.2 (Integration In Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

- Training for ACP success teams
- Professional development targeted towards DI populations

6.1.3 (Integration In Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response.

	Outcome Response
Immediate Outcome:	train ACP success teams
Intermediate Outcome:	engage faculty, staff & administrators in data driven conversations on inequities in DI populations
Long-Term Outcome:	make resources available for all new faculty, staff & administrators

6.1.4 (Integration In Progress) How will your college evaluate these listed outcomes? *

- Persistence rates by ethnicity, age and gender
- Success rates by ethnicity, age, and gender

7. Associate Degree for Transfer (ADT) Integration *

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

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

7.1.1 (Fully Integrated) 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 college has been using ADT's for quite some time.

7.1.2 (Fully Integrated) What did your college learn from this process? *

ADT's are a vehicle by which we can help more students achieve their transfer goals.

7.1.3 (Fully Integrated) To optimize and sustain the integration, what is your college's plan to continuously improve? *

We currently review our ADT's, transfer rates and make changes as needed.

8. Zero Textbook Cost to Degree (ZTC) Program Integration *

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

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Starting Integration

8.1.1 (Starting Integration) What are some present challenges that have impacted integration? *

- Resources
- Faculty willingness to participate
- Lack of accurate data about actual usage or lack thereof
- Marketing
- No taskforce with representation from various constituency groups
- Lack of data on OER/ZTC for college and students

8.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? *

- Regular emails by OER librarian on OER resources by discipline
- Small OER committee
- OER events
- OER Professional Development cohort called FLOC (currently 30 faculty members have participated)
- Apply for OER/ZTC grants to work on developing ZTC pathways across the district.
- Calculate student saving if OER/ZTC adopted
- Calculate number of courses using OER/ZTC
- Gather more data about campus support, OER / ZTC usage and impact

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

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	collection of OER and ZTC resources available for all General Education courses
Intermediate Outcome:	Connect faculty across district for collaborate on creation/adoption of OER & ancillary materials
Long-Term Outcome	work with stakeholders to develop processes for embedding ZTC in courses

8.1.4 (Starting Integration) How will your college evaluate these listed outcomes? *

Number of faculty embedding ZTC textbooks in their courses

9. California Adult Education Program (CAEP) Integration *

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

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Integration in Progress

9.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

- Resources
- Staffing
- Curriculum process

9.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

- Participated in REACH, where a workgroup completed an analysis of what is currently occurring and how we could improve pathways for Adult Learners
- Developed new degree for adult learners returning to college
- Developed stackable credentials tailored to soft skills needed in the workforce
- Developed a marketing plan for adult learners
- Strategized interventions and programs to aid adult learners complete their degree/certificate
- Initiate process to award Credit for Prior Learning to adult students

9.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	develop curriculum for stackable credentials and adult learners' degree
Intermediate Outcome:	market new degree and certificates, expand CPL program
Long-Term Outcome:	streamline CPL to degrees, increase stackable credentials

9.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

- Number of students enrolling in courses for stackable credential
- Number of students enrolling in courses for adult degree
- Persistence rates by ethnicity, age and gender
- Success rates by ethnicity, age, and gender

10. Strong Workforce Program (SWP) Integration *

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

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration in Progress

10.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

- Resources
- Staffing

10.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

- Stronger connection between Guided Pathways Coordinator and Associate Dean of Strong Workforce

10.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Alignment of the CTE Operational Plan to GP and Equity Plan
Intermediate Outcome:	Expand partnerships with our K-12 partners to improve student onboarding experiences to CTE
Long-Term Outcome:	Better alignment with K-12 Career Pathways and Non Credit transition with our CTE program offerings

10.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

- Persistence rates by ethnicity, age and gender
- Success rates by ethnicity, age, and gender



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