

GUIDED PATHWAYS: 2022-26 Work Plan

This plan draws heavily on the Student Equity Plan 2.0. Given that the metrics are the same and given that the integration of Guided Pathways (aka: SMC Redesign) into the SEP 2.0 plan was asked for, the insights garnered from the SEP Summer Design Teams are used for this work plan. In addition, the following individuals were consulted and helped author the work plan, particularly in reference to the “Integration of Programs” section.

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Question Group: Successful Enrollment

At this time, SMC is “less than 50% complete” in our progress toward our local goal related to ensuring entering students are successful in the enrollment process.

Local goal:

- Our local goal is 39% by 2025 and to eliminate our racial equity gap regarding this metric.

Major barriers:

- The majority of our students do not come from our local district (Santa Monica Malibu Unified School District). Therefore, it is difficult for us to create a “seamless” transition to the college in partnership with the K-12. This is particularly true for our Black students which experience the lowest proportion for “successful enrollment”.

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

- We need to develop a stronger relationship with and increased presence in our local district which we have already begun by housing one of our counselors at the high school. We have also done targeted outreach to students from our top 7 feeder high schools, even though they are outside our district. This outreach has included high school student visits to the college (SMConnections). Additional outreach has been focused more on persistence once they are enrolled.

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

- We need to engage in further inquiry to understand the needs of our Black and Latinx applicants and community directly through the form of surveys and focus groups. We need to create a Summer Bridge component that provides proactive support to Black and Latinx applicants and their family unit.

What learnings and improvements related to this goal does SMC believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

- Inquiry into effective marketing and welcoming practices (particularly for racially marginalized students and post-traditional students) of college enrollment in general, and SMC enrollment in particular, are needed.

Question Group: Persistence: First Primary Term to Secondary Term

At this time, SMC is “less than 50% complete” in our progress advancing local goals related to ensuring entering students are successful Persisting from their First Primary Term to Secondary Term.

Local goal:

- Our local goal is 79% by 2025 and to eliminate our racial equity gap regarding this metric.

Major barriers:

- SMC is currently designed for students who know how to advocate for themselves and the resources/services they need, which allows many of our first-generation students to “fall through the cracks”.
- Unlike in our special programs, most students do not experience the holistic support services that would facilitate their success and persistence. Our current model tends to value formal roles over informal advising and relationship building with students. Additionally, there is a lack of tangible, institutionalized strategies that could be used by various employees which might “facilitate student success” and “meet students where they are”.
- Our unit-bearing corequisite model in English and math limits some students’ ability to take other “light your fire courses” which might lead to greater momentum and thus higher persistence and completion rates. Motivation to persist decreases when students have difficulty identifying their “why”.
- At times, our practices and operations do not reflect genuine care for our racially marginalized students resulting in a decreased sense of belonging which is not conducive to persistence. There continues to exist a “right to fail” culture among some faculty members. Persistence decreases when students fail to experience a sense of belonging at the college.

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

- We have recently launched a holistic student support program (Area of Interest-based Student Success Teams) for FTIC Black and Latinx students to help ensure that these students do not fall through the cracks. Student Success Teams are meant to provide a high-touch, authentically caring, and personable cohort-based experience by employing and leveraging proven equity practices aimed at improving first-year student success and term-to-term persistence. Student Success Teams are meant to foster the engagement of and sense of belonging while employing proactive, anti-racist, culturally responsive practices.
- Direct Connect, a student support navigation portal, was developed that is particularly geared towards Black and Latinx students to assist them on their student journey.
- We have launched our “Equitizing Gateway Courses” professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom. We need to continue to support the “Equitizing Gateway Courses” program to reach additional and incoming faculty.
- Further identify and define the operations, practices, and “workflow” of the Student Success Teams, particularly in relation to General Counseling (which continues to exist in transition) and our strong special programs.

- Engage in cross training with all faculty and staff to better equip them with the knowledge, skills, and tools to effectively engage the social-emotional and academic needs of our students.
- Create a summer bridge program that increases the degree of comfort and engagement of first-generation students.
- Implement a predictive analytics tool to facilitate a proactive “case management approach” to student support
- Further develop the benefits and meaning (cohort/learning communities, sense of belonging, student engagement) of Areas of Interest.
- Integrate “guided career exploration” in courses/classrooms across gateway and large GE courses in an effort to solidify a student’s “why”.
- Explore the integration of a “light your fire course” into the first semester of each program map.
- Develop recommendations for General Education courses for each Academic and Career Path which complement a student’s “why” and display such recommendations on the program maps.
- Integrate program maps and milestones into student educational plan creation/modification.
- Integrate program maps into course scheduling processes to reduce internal obstacles.
- Assess (and revise as needed) courses and programs to best accommodate students attending less than full-time
- Assess (and revise as needed) courses and programs to best accommodate students engaging as distance learners
- Integration of Zero Textbook Cost (ZTC) integration into the curriculum development and revision processes
- Expansion of ZTC integration into Academic and Career Paths and marketing of ZTC in the program maps

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

- In regards to the above, our focus for the next 3-4 years is our FTIC Black and Latinx students. This ensures that our efforts intentionally center the experience of our students experiencing disproportionate impact. As we scale up the effort to additional students, the foundational practices upon which these efforts rest will benefit all students. A primary goal of these efforts is to close the racial equity gap. In doing so, we are confident that all students will benefit from the changes made.

What learnings and improvements related to this goal does SMC believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

- In regard to our professional development program “Equitizing Gateway Courses”, we intend to monitor the impact on student outcomes. We will use the results to strengthen or revise the EGC program for future cohorts.
- In regard to our Student Success Team efforts, we will begin monitoring next year the impact in terms of Persistence: First Primary Term to Secondary Term on FTIC Black and Latinx students. We will use the results to strengthen or revise the SST effort.

- In general, we seek to create a stronger “sense of belonging” among students as this is within the realm of control of the college. If we are successful in increasing that “sense of belonging” yet the Persistence: First Primary Term to Secondary Term metric does not also increase, then that would suggest that our efforts for this metric are best placed elsewhere.

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Question Group: Completed Transfer-Level Math & English

At this time, SMC is “less than 50% complete” in our progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

Local goal:

- Our local goal is 31% by 2025 and to eliminate our racial equity gap regarding this metric.

Major barriers:

- While the corequisite model for English and math developed at SMC has certainly increased the throughput of students successfully completing transfer-level English and math in their first year, this model has not been as successful as originally hoped in that our racial equity gaps have increased. Our most recent data for completed transfer level English and Math in the first year shows that for Black students there is 10.2% completion rate and for Latinx students there is 12.9% completion rate.
- Transfer-level English and math courses can be fast paced which negatively impacts student success. For example, based on the 2021 Math 54 with Co-Requisite Support Student Focus Groups Report by Institutional Research many students said they felt rushed in their math classes. Instead, students appreciated faculty who took time to check in with students’ learning before moving onto new content, including faculty who were willing to repeat themselves or offer teaching concepts in a new way if students need clarification. Developing the skills to teach in this manner is difficult, given the AB 705/1705 mandates.
- Our unit-bearing corequisite model limits some students’ ability to take other “light your fire courses” which might lead to greater momentum and thus higher persistence and completion rates.
- Academic culture in general struggles with innovation in teaching and assessing in ways that are non-linear, non-structured, and/or non-exam reliant resulting in today’s students experiencing anxiety and negative performance pressure.
- Racially minoritized students continue to experience both direct and indirect bias in classes as the current curriculum and course outline of records often do not reflect more culturally responsive texts, activities, and assignments.
- Black and Latinx students’ lived experiences are not consistently viewed as assets to be valued and utilized in the learning process. Moreover, sometimes classroom climates do not create feelings of safety for Black and Latinx students to seek help.

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

- Professional Learning Communities were established in both English and math to better support faculty in these areas. The college can support faculty in their professional learning, including topics such as effectively communicating care, validation, and mattering to racially minoritized students and fostering an inclusive classroom environment.
- For 2021-2022 District Action Plans were created to Reduce racial equity gaps and increase success in English 1 (including English 1 + 28) as well as in AB 705 mathematics courses. Some research was conducted with students. The pandemic, however, limited the scope of this action plan.

- An intensive equity-focused professional development series focused on Math 54/54C was implemented.
- We have recently launched a holistic student support program (Area of Interest-based Student Success Teams) for FTIC Black and Latinx students to help ensure that these students do not fall through the cracks. Student Success Teams are meant to provide a high-touch, authentically caring, and personable cohort-based experience by employing and leveraging proven equity practices aimed at improving first-year student success.
- Direct Connect, a student support navigation portal, was developed that is particularly geared towards Black and Latinx students to assist them on their student journey.
- We have launched our “Equitizing Gateway Courses” professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom. We need to continue to support the “Equitizing Gateway Courses” program to reach additional and incoming faculty.
- Further identify and define the operations, practices, and “workflow” of the Student Success Teams, particularly in relation to student momentum and successfully completing transfer-level English and math.
- Assess (and revise as needed) the corequisite model focusing on how students experience the corequisite instruction; explore noncredit alternatives.
- Increase awareness and information to departments about the curriculum committee process, documentation, and rules regarding revisions to the course outlines of record.
- Reimagine the course outlines of record to fit the current student population while incorporating the requirements of AB705/1705.
- Hire new and support current faculty to teach support courses; offer continuous education about current learning theories and practices.
- Create stronger partnerships between instructional faculty and tutoring and student services which would allow for increased student-focused collaboration.
- Offer professional development focused on understanding learning needs and environments for Black and Latinx students that prioritize best teaching practices.
- Align budget and procedures to help support programs and departments to create sustainable changes and ensure allocations are given based on success of practices being student focused and student centered.

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

- In regards to the above, our focus for the next 3-4 years is our FTIC Black and Latinx students. This ensures that our efforts intentionally center the experience of our students experiencing disproportionate impact. As we scale up the effort to additional students, the foundational practices upon which these efforts rest will benefit all students. A primary goal of these efforts is to close the racial equity gap. In doing so, we are confident that all students will benefit from the changes made.

What learnings and improvements related to this goal does SMC believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

- The results of student focus groups, particularly for students who did not successfully complete the courses, will be beneficial in improving results.

- The results of faculty focus groups will be beneficial in improving the support provided to faculty in the interest of serving our Black and Latinx students more successfully.
- In regard to our professional development program “Equitizing Gateway Courses”, we intend to monitor the impact on student outcomes. We will use the results to strengthen or revise the EGC program for future cohorts.
- In regard to our Student Success Team efforts, we will begin monitoring next year the impact in terms of Transfer-level Math and English Completion in their First Year on FTIC Black and Latinx students.
- In general, we seek to create a stronger “sense of belonging” among students as this is within the realm of control of the college. If we are successful in increasing that “sense of belonging” yet the Transfer-level Math and English Completion in their First Year metric does not also increase, then that would suggest that our efforts for this metric are best placed elsewhere.

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Question Group: Transfer

At this time, SMC is “less than 50% complete” in our progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Local goal:

- Our local goal is 45% by 2025 and to eliminate our racial equity gap regarding this metric.

Major barriers:

- Due to the division of student services and academic affairs, the knowledge of transfer requirements and articulation/transfer agreements with 4-year institutions is not shared as frequently with instructional faculty which have the most frequent and sustained interactions with students.
- Some students, particularly racially marginalized students, do not see themselves as “transfer-material” due to a low “sense of belonging” in college; a sense that is often reinforced by a lack of community both inside and outside the classroom.
- While the existing model of delivering counseling services (“first-come, first-serve”) has served some students well (as demonstrated by the 30+ years of the strongest UC transfer outcomes), it has left other students underserved. In the Meta Major Focus Group Report by Institutional Research, multiple students mentioned wanting a more consistent counseling experience. Some expressed desire for services like the ones STEM students receive. One student said that STEM counselors, in addition to providing more consistent support, might also currently serve a mentoring and tutoring role.
- Given our strong record regarding transfer, there is reluctance to adapt to the changes required to assign counselors to a more relational and consistent model.

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

- We have recently launched a holistic student support program (Area of Interest-based Student Success Teams) for FTIC Black and Latinx students to help ensure that these students do not fall through the cracks. The SST model requires a proactive, case management approach with Area of Interest assigned counselors which will increase support for students toward achieving their transfer goals.
- Direct Connect, a student support navigation portal, was developed that is particularly geared towards Black and Latinx students to assist them on their student journey.
- We have launched our “Equitizing Gateway Courses” professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom. We need to continue to support the “Equitizing Gateway Courses” program to reach additional and incoming faculty.
- Further identify and define the operations, practices, and “workflow” of the Student Success Teams, particularly in relation to General Counseling (which continues to exist in transition) and our strong special programs.
- Engage in cross training with all faculty and staff to better equip them with the knowledge, skills, and tools to effectively engage the social-emotional and academic needs of our students.

- Some instructional faculty have observed counselors in counseling sessions to gain a better understanding of Student Services. Some of our instructional and counseling faculty have walked through the student journey from application to first day of class to understand touchpoints and services. We hope to expand this experience to all faculty and with the intention of making the transfer process more transparent for instructional faculty.
- A professional development course has been built to inform instructional faculty on the transfer process. All faculty and staff were invited to assist with transfer applications in November 2021 and 2022. We hope to continue this effort to combine forces and create better awareness of the transfer process among instructional faculty.
- Create an environment in which instructional faculty are seen as partners to student services employees and the classroom is better utilized to share and discuss academic information and resources.
- Integrate DEI training into the academic calendar such that it becomes “expected” rather than merely voluntary.
- Provide Black and Latinx students with opportunities to provide feedback and recommendations through engagement in shared government processes to create a college that better serves the needs of students to reach their transfer goals.
- Create a safe environment in classrooms that allows Black and Latinx students to feel valued and understood, thus increasing their likelihood of successful completion and transfer.
- Assign counselors and student support staff to Areas of Interest to collaborate with faculty in providing Black and Latinx students with information and resources that lead towards achieving their transfer goals.
- Implement an integrated degree audit engine to facilitate a proactive approach to student progress utilizing data analytics.
- Further develop the benefits and meaning (cohort/learning communities, sense of belonging, student engagement) of Areas of Interest.
- Integrate program maps into course scheduling processes to reduce internal obstacles.
- Integration of Zero Textbook Cost (ZTC) integration into the curriculum development and revision processes
- Expansion of ZTC integration into Academic and Career Paths and marketing of ZTC in the program maps

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

- In regards to the above, our focus for the next 3-4 years is our FTIC Black and Latinx students. This ensures that our efforts intentionally center the experience of our students experiencing disproportionate impact. As we scale up the effort to additional students, the foundational practices upon which these efforts rest will benefit all students. A primary goal of these efforts is to close the racial equity gap. In doing so, we are confident that all students will benefit from the changes made.
- We are engaging in ongoing training opportunities for faculty and are exploring the implementation of equity into faculty evaluations.
- We are actively attempting to increase Latinx and Black representation within the faculty, administration, and classified constituent groups by increasing diverse hiring.

- Intentionally sharing resources such as Direct Connect both inside and outside the classroom.

What learnings and improvements related to this goal does SMC believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

- In regard to our Student Success Team efforts, we will begin monitoring next year the impact in terms of Transfer on FTIC Black and Latinx students.
- In general, we seek to create a stronger “sense of belonging” among students as this is within the realm of control of the college. If we are successful in increasing that “sense of belonging” yet the Transfer metric does not also increase, then that would suggest that our efforts for this metric are best placed elsewhere.

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Question Group: Completion

At this time, SMC is “less than 50% complete” in our progress advancing local goals related to ensuring students are completing their college journeys.

Local goal:

- Our local goal is 27% by 2025 and to eliminate our racial equity gap regarding this metric.

Major barriers:

- Some students, particularly racially marginalized students, do not see themselves as “college-material” due to a low “sense of belonging” in college; a sense that is often reinforced by a lack of community both inside and outside the classroom.
- While the existing model of delivering counseling services (“first-come, first-serve”) has served some students well, it has left other students underserved. In the Meta Major Focus Group Report by Institutional Research, multiple students mentioned wanting a more consistent counseling experience. Some expressed desire for services like the ones STEM students receive. One student said that STEM counselors, in addition to providing more consistent support, might also currently serve a mentoring and tutoring role.
- Navigating our college and understanding the “hidden curriculum” creates barriers for students.
- Our structures and processes are not always welcoming to students who have experienced racialized educational trauma. We fail to provide a consistent and comprehensive learning environment that is empowering, transformative, and validating.

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

- We have recently launched a holistic student support program (Area of Interest-based Student Success Teams) for FTIC Black and Latinx students to help ensure that these students do not fall through the cracks. The SST model requires a proactive, case management approach with Area of Interest assigned counselors which will increase support for students toward completing their goals.
- Direct Connect, a student support navigation portal, was developed that is particularly geared towards Black and Latinx students to assist them on their student journey.
- We have launched our “Equitizing Gateway Courses” professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom. We need to continue to support the “Equitizing Gateway Courses” program to reach additional and incoming faculty.
- Further identify and define the operations, practices, and “workflow” of the Student Success Teams, particularly in relation to General Counseling (which continues to exist in transition) and our strong special programs.
- Engage in cross training with all faculty and staff to better equip them with the knowledge, skills, and tools to effectively engage the social-emotional and academic needs of our students.
- Some instructional faculty have observed counselors in counseling sessions to gain a better understanding of Student Services. Some of our instructional and counseling faculty have

- walked through the student journey from application to first day of class to understand touchpoints and services. We hope to expand this experience to all faculty with the intention of making student completion more transparent for instructional faculty.
- Create an environment in which instructional faculty are seen as partners to student services employees and the classroom is better utilized to share and discuss academic information and resources.
 - Integrate DEI training into the academic calendar such that it becomes “expected” rather than merely voluntary.
 - Provide Black and Latinx students with opportunities to provide feedback and recommendations through engagement in shared government processes to create a college that better serves the needs of students to reach their transfer goals.
 - Create a safe environment in classrooms that allows Black and Latinx students to feel valued and understood, thus increasing their likelihood of successful completion and transfer.
 - Assign counselors and student support staff to Areas of Interest to collaborate with faculty in providing Black and Latinx students with information and resources that lead towards achieving their completion goals.
 - Implement an integrated degree audit engine to facilitate a proactive “case management approach” to student progress utilizing data analytics.
 - Further develop the benefits and meaning (cohort/learning communities, sense of belonging, student engagement) of Areas of Interest.
 - Integrate program maps into course scheduling processes to reduce internal obstacles.
 - Integration of Zero Textbook Cost (ZTC) integration into the curriculum development and revision processes
 - Expansion of ZTC integration into Academic and Career Paths and marketing of ZTC in the program maps
 - Conduct inquiry about the experiences of students who transfer without degree/certificate completion to develop interventions and remove barriers.
 - Develop a space for faculty/staff to create transformative learning communities for students beyond linked classes and warm handoffs and referrals.
 - Address—through trauma-informed practices—the racialized trauma, microaggressions, and triggers that are often unacknowledged and interfere with student completion.
 - Engage in stronger community building and transition away from a culture focused on reducing liability.
 - Design a strategy/intervention to proactively support those students predicted not to complete in the statistical model developed by the Office of Institutional Research.
 - Implement an integrated degree audit engine to facilitate a proactive approach to student progress utilizing data analytics.

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

- In regards to the above, our focus for the next 3-4 years is our FTIC Black and Latinx students. This ensures that our efforts intentionally center the experience of our students experiencing disproportionate impact. As we scale up the effort to additional students, the foundational practices upon which these efforts rest will benefit all students. A primary goal

of these efforts is to close the racial equity gap. In doing so, we are confident that all students will benefit from the changes made.

What learnings and improvements related to this goal does SMC believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

- In regard to our Student Success Team efforts, we will begin monitoring next year the impact in terms of Vision Goal Completion on FTIC Black and Latinx students.
- In general, we seek to create a stronger “sense of belonging” among students as this is within the realm of control of the college. If we are successful in increasing that “sense of belonging” yet the Vision Goal Completion metric does not also increase, then that would suggest that our efforts for this metric are best placed elsewhere.

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Continuous Improvement Process

SMC is “In Progress” in reference to leaning into continuous improvement principles to ensure that our efforts continue to advance the local goals equitably and do not develop new barriers for students.

What does SMC need to do to develop and implement a continuous improvement process related to the local goals?

- Current efforts, as well as forthcoming efforts, that are large/college-wide are assessed/evaluated for their effectiveness regarding each metric. Ideally, this assessment/evaluation is conducted by an outside evaluator due to human resource constraints at the college. These assessments then lead to revisions/improvements of the effort to strengthen the impact going forward.
- The Academic Senate Joint Institutional Effectiveness Committee (in collaboration with Institutional Research) prepares annual reports detailing several Key Performance Indicators and provides recommendations/guidance to the District Planning and Advisory Council (DPAC).
- The Academic Senate Joint Program Review Committee recently revamped its processes and practices to make Program Review of individual departments, divisions, and programs more responsive, supportive, collaborative, and ultimately, more meaningful for both the individual program and for the college. Moreover, the aim is to integrate the findings and recommendations more effectively with DPAC and campus leadership. Programs engage in the review process every 2 years (with a comprehensive review every 6 years). The programs are engaged by the Committee throughout the process to foster authentic self-evaluation and generate actionable plans for improvement.
- All data analyzed during the Program Review process as well as data analyzed by the Institutional Effectiveness Committee are disaggregated to ensure that efforts are effective in closing the equity gap, but also to monitor if new or different barriers or friction points have inadvertently been created for minoritized student populations.
- We have recently developed a Strategic Enrollment Plan which includes a robust continuous improvement cycle. This plan was developed through the participation and collaboration of a wide range of sub-groups.

Institutional Structure

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

- The Equity, Pathways, and Inclusion (EPI) Division is the institutional structure that ensures Guided Pathways-informed work in relation to these KPI metrics remains an institutional priority.
- The EPI Division collaborates with the various institutional bodies and key stakeholders to develop, align, support, and assess equity-focused decision-making, programming, education, training and activities to promote and advance equity, pathways and inclusion. It does so by fostering greater collaboration, synergy, action, and change to build engaging, culturally-responsive, inclusive, and equity-centered experiences. The EPI division identifies and works towards removing policies, practices, and procedures that create inequitable barriers and experiences to the access and success of our college, centers a culture of care and belonging—both inside and outside the classroom—to improve the racial climate, draws from existing scholarship and evidence-based practices to provide leadership, support, education and accountability in advancing equity, pathways and inclusion and works to cultivate an environment where equity and inclusion are infused in everything we do.

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

- The EPI Division is newly established (2021). The staffing of this division is limited which, in turn, limits the ability of this institutional structure to effectively integrate Guided Pathways- and equity-informed practices into all of the processes and policies. We are currently exploring other institutional structures and processes that might facilitate stronger momentum and integration.

Student Equity and Achievement (SEA) Program Integration

SMC’s progress integrating SEA Program with Guided Pathways to achieve Key Performance Indicator Metrics is “Integration in Progress”.

What are some present challenges that affect reaching full integration?

- As originally published, the GP framework was not rooted in equity-minded principles and, therefore, was not considered an equity-minded intervention designed to close racial equity gaps.
- The approach SMC took of placing equity at the center of the Guided Pathways Framework required significant and substantially more inquiry and planning beyond any implementation that was “race neutral”.
- Given that we had embarked on an “equity journey” prior to Guided Pathways, the introduction of the Guided Pathways framework was viewed with skepticism. This has been a difficult bridge to forge.

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

- Established the goal to reduce/eliminate racial equity gaps as the guiding principle for GP effort.
- Spent first few years learning from others and diving deep into the inquiry process that overlap between the guided pathways framework and our equity efforts.
- In 2019 we revisited our original Redesign (Guided Pathways) Goals to develop a stronger strategy to integrate the use of SEAP funds with our guided pathways efforts
- We hired a Dean of Equity, Pathways & Inclusion and established the Division of Equity, Pathways & Inclusion to institutionally braid together Equity and Pathways as one aligned effort collaboratively working towards closing equity gaps.
- We plan to continue the efforts that have been launched which intertwine our equity efforts with our guided pathways efforts. For example, most of our “pathway efforts” have an intentional focus on serving our Black and Latinx students.

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

Timeframe (100 Characters ONLY)
Immediate: <1 year <ul style="list-style-type: none"> • Complete alignment of Student Equity Plan and GP efforts
Intermediate: 1-3 years <ul style="list-style-type: none"> • Communicate alignment district-wide; Align institutional planning to share responsibility
Long-Term: 4+ years <ul style="list-style-type: none"> • GP& SEA become one program with braided funding; all constituents working to meet the same goals

How will your college evaluate these listed outcomes?

- Assess the understanding among the constituent groups of the overarching goals and practices of the college in relation to both guided pathways and the Student Equity Plan.
- Evaluate the extent to which the goals are incorporated into the operations of departments/divisions across the district.

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Associate Degree for Transfer (ADT) Integration

SMC’s progress integrating ADT Program with Guided Pathways to achieve Key Performance Indicator Metrics is “Integration in Progress”.

What are some present challenges that affect reaching full integration?

- We are not currently able to implement a few ADTs that exist without significant changes to our curriculum which involve courses that are course to course articulated with the UCs. Therefore, discipline faculty are reluctant to jeopardize that articulation.
- In some cases, students are advised to AA/AS degrees, instead of ADTs) based on the specific student’s transfer aspirations and the requirements at that/those institution(s).
- We have yet to map out the modalities/scheduling options students encounter specifically in pursuing ADT program. This could specifically impact post-traditional students.
- Most of our ADTs were developed from existing curriculum.

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

- We need to revisit the ADTs in those programs where it was deemed counterproductive for students.
- We need to support other special programs to adopt the Scholars model of proactively reaching out to students who have nearly completed an ADT (inadvertently) to encourage them to complete it.
- and/or reach out to those students that are close to completing an ADT with maybe making an informed course selection that will allow a student to complete an ADT
- We need to map out (and revise) the modalities/scheduling options students pursuing ADT programs encounter to help better support post-traditional students.
- We need to review that curriculum to explore the possibilities of creating more effective and efficient paths to the ADT.
- We need to investigate equity gaps in ADT completion to inform changes that might be necessary.
- We need to more strongly encourage the development of ZTC for our ADTs

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

Timeframe (100 Characters ONLY)
Immediate: <1 year <ul style="list-style-type: none"> • Review disaggregated ADT completion data • Highlight “scholars model” of running degree audits
Intermediate: 1-3 years <ul style="list-style-type: none"> • Revisit ADT not currently offer • Investigate modalities/scheduling • Explore ZTC integration
Long-Term: 4+ years

- Explore curricular revisions for existing ADTs

How will your college evaluate these listed outcomes?

- We will track ADT completion over time in the hopes of achieving an increase in completion, particularly among Black and Latinx students.

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Zero Textbook Cost to Degree (ZTC) Program Integration

SMC's progress integrating ZTC Program with Guided Pathways to achieve Key Performance Indicator Metrics is "Starting Integration".

What are some present challenges that have impacted integration?

- Converting appropriate courses to ZTC (specifically math) to create a sustainable path.
- Including multiple options for General Education courses so students can count courses for multiple academic goals and complete degrees/transfer earlier.
- Sustainability after the OER/ZTC grant sunsets. Some faculty prefer to adopt publisher textbooks that offer an automatic grading feature.
- In some departments, there is often a common textbook that is adopted and therefore is not left at the discretion of the faculty member to adopt at the section level.
- With limited OER/ZTC adoptions by faculty there is limited support available to students when affordability is an issue.
- Faculty need better support to find OER/ZTC options.
- Lack of student awareness of OER/ZTC.

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

- The Academic Senate has taken steps to establish an OER/ZTC Joint Senate Committee with the charge to oversee current and future OER/ZTC grants and to provide professional development in this area. We do need to build another layer of support through the Academic Senate for faculty to receive assistance with navigating resources. We expect this committee to launch in Fall 2023.
- Created a resource for faculty to find OER resources on Library website: (<https://smc.libguides.com/c.php?g=1306788&p=9604485>).
- Incorporated OER/ZTC in new student orientation.
- We plan to engage in student surveys to learn more regarding the student experience in relation to OER/ZTC.
- We need to include stipends in future grants so faculty can update their OER materials to contend with ZTC competition.
- We need to integrate OER/ZTC more strongly into our equity-based discussions and understandings.
- We need to begin examining disaggregated data related to success, retention, persistence, and enrollment in ZTC sections.
- We need to better integrate OER/ZTC into the curriculum development/revision process, as well as the program review process.
- We need to track adoptions more systematically to better support both faculty and students.
- We need to solidify an understanding as to what ZTC means, what qualifies a section to be identified as ZTC in the schedule of classes, and what resources are being used in ZTC sections to aid learning.

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

Timeframe (100 Characters ONLY)
Immediate: <1 year <ul style="list-style-type: none"> • Alternative OER/ZTC texts are listed in book options in COR
Intermediate: 1-3 years <ul style="list-style-type: none"> • Add OER/ZTC sections into the program maps for students to easily identify
Long-Term: 4+ years <ul style="list-style-type: none"> • Embed ZTC/OER into the curriculum development and revision process

How will your college evaluate these listed outcomes?

- Analysis of disaggregated data related to success and retention of students in ZTC classes.
- Student surveys to assess decision-making related to ZTC class enrollment as well as experience in ZTC classes.

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California Adult Education Program (CAEP) Integration

SMC’s progress integrating CAEP with Guided Pathways to achieve Key Performance Indicator Metrics is “Integration in Progress”.

What are some present challenges that affect reaching full integration?

- Insufficient understanding of how Noncredit instruction can be leveraged by diverse departments in the creation of Noncredit classes and certificates, and how Noncredit is/can be an on-ramp for students to enter various academic fields.
- Insufficient understanding of the important role Noncredit instruction can play in the career trajectory of students, and, more generally, how Noncredit fits into the educational mission of the College.
- Insufficient understand of the requirements of Noncredit, what Noncredit offers to both students and faculty, and the benefits of participating in the Noncredit program.
- Insufficient counseling services for students, including transition services for Noncredit students looking to continue their education in credit courses.
- Expansive growth of Noncredit programs and a post-pandemic surge of interest often leads students to experience up to a 4 week wait time for their appointment with a Counselor to discuss enrollment, education planning, career development or matriculation into credit.

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

- The Noncredit program has presented to several departments and committees to increase awareness of the benefits of noncredit instruction. This includes the Academic Affairs managers, Counseling, various Academic Senate Committees, retention-minded colleagues, etc.
- We need to ensure every department that has Noncredit programs highlights it on their web page and links to Noncredit resources for registration, counseling and educational planning, etc.
- We have made significant inroads in expanding the programs, increasing enrollment, and securing buy-in and support from a growing array of faculty, staff and management colleagues.
- Noncredit has established a strong relationship with other areas of the college for ongoing outreach and retention efforts.
- We need to ensure Noncredit programs are integrated into broad institutional marketing efforts.
- We need to increase counseling supportive services including the hiring of Noncredit specific counselors.

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

Timeframe (100 Characters ONLY)
Immediate: <1 year
<ul style="list-style-type: none"> • Increase NC enrollment through referrals and marketing.

<ul style="list-style-type: none">• Increase counseling support for NC students.
Intermediate: 1-3 years <ul style="list-style-type: none">• Better define pathways for NC students to credit programs• Ensure campus wide understanding
Long-Term: 4+ years <ul style="list-style-type: none">• Outreach to those who stop out to offer NC options• Develop NC English/Math basic skills courses

How will your college evaluate these listed outcomes?

- Track increases in referrals to our program, certificate completion, enrollment and retention data, and student transition to credit data.
- Increase in course and certificate offerings, including new academic fields.

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Strong Workforce Program (SWP) Integration

SMC’s progress integrating SWP with Guided Pathways to achieve Key Performance Indicator Metrics is “Integration in Progress”.

What are some present challenges that affect reaching full integration?

- The culture at SMC tends to favor continued education (i.e., transfer) over labor force entry for students. Therefore, much of the curriculum of the college is geared toward satisfying transfer requirements. Similarly, there are some academic departments which do not offer any awards geared toward entry into the labor market.
- The work associated with SWP is often seen in parallel to, rather than integrated with, the work associated with transfer.
- We tend to exist in silos and our work done in isolation rather than strategically integrated or intentionally coordinated.
- Building relationships across departments, with students, and with employers appears to be driven more by personalities than structured by design.
- Insufficient understanding of SWP among “transfer-orientated or General Education” faculty/departments.

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

- SMC has committed to expanding its nearly non-existent CE dual enrollment opportunities. The College now works with local high schools to provide a variety of dual enrollment career pathway opportunities in computer programming, cloud computing, media production, and photography. In addition, we are working with high school partners to identify ways to expand early college credit programs in additional industry areas through dual and concurrent opportunities.
- Our program maps need to reflect possible on and off ramps to and from the workforce.
- We need to disseminate information with Counseling to then better inform students about programs which may help with social and economic mobility.
- Disseminate information regarding SWP and the integration of “career and workforce preparation” with faculty/departments not currently seen as part of the Career Education program.

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

Timeframe (100 Characters ONLY)
Immediate: <1 year <ul style="list-style-type: none"> • CE, CSC, and Counseling integrate career exploration into Counseling 12 and 20 courses. • SWP shares info with Counseling
Intermediate: 1-3 years <ul style="list-style-type: none"> • Increase understanding of SWO among “non-CE” faculty.
Long-Term: 4+ years

- Program maps to include on and off ramps related to workforce.
- Integration of “career discussions” into transfer-prep oriented courses

How will your college evaluate these listed outcomes?

- Using disaggregated data provided by the CCCCO regarding the employment of students, we will assess the effectiveness of our approaches and make revisions when necessary.

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