

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.

1.1.1 (Less than 50% Complete) What is your local goal?

In answer to the question above: *“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,”* we are locally redefining this measure to: **“Of those that submit a CCCApply application with SRJC as a chosen institution, the number that actually enroll and are recorded (post census) in a least one course in a least one term during the academic year in this chosen institution.”**

In answer to this redefinition, **SRJC’s local goal is 52%.**

SRJC currently sits at 41% and hopes to achieve an 11% improvement.

1.1.2 (Less than 50% Complete) What are the major barriers for your college to reach this goal?

There are many barriers that dissuade students from successfully enrolling and entering the college:

- A. **CCCApply is a long and arduous application.**
 - 1. **Where's that information?:** CCCApply requires information often not readily available at the time students complete the application, or they do not know the information is optional.

- B. **The enrollment process has many steps and is complex.**
 - 1. **What’s next?:** Many students struggle with knowing where to start once they submit CCCApply. The barrier is having enough staff resources to support students once they apply and having a coordinated plan for who reaches out when. Here we need extra support in clarifying the path and getting students on the path. Are students getting a follow-up email after application that provides resources and referrals?

C. Institutional constructs require students to identify a major at the point of entry, but they are understandably undecided.

1. **What's my major?:** To receive financial aid students need to identify a major at a time when exploration of majors or careers has not yet taken place and most students are undecided or unsure of a course of study.
2. **How do I explore my major?:** Students report needing support identifying “majors” on the college’s web site and exploring options.
3. **Planned and continued pathways:** Students are unable to begin pathways in high school and continue them seamlessly at SRJC and into their career.

D. The institution has not made clear to students how to connect with college services for onboarding and next steps.

1. **Who is my counselor?** Some students report not having easy access to an academic counselor.
2. **Where do I start?** Some students don’t know the Welcome and Connect Centers are a good place to start, and they don’t know where they are located.
3. **Service modes and times:** Students may be excluded from enrollment support services due to limited open hours, lack of services at the time, and in the modes students need them (particularly for noncredit students).

E. Lack of a universally welcoming and inclusive culture, with characteristics of resistance to change and accountability around IDEAA practices, which prevents institutional transformation.

1. **The absence of organizational infrastructure, accountability, and leadership of IDEAA practices** means our campus does not deliberately and systematically welcome, guide, and engage students, particularly first-generation students, and that our larger climate perpetuates ongoing and unaddressed harms like stereotyping, racism, anti-blackness, transphobia, homophobia, sexism, and elitism which discourages and demoralizes various individuals and groups.
2. **Implicit or explicit bias:** Some students report experiencing implicit bias and microaggressions in stages of the matriculation process.

1.1.3 (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?

Possible solutions are presented according to the previously identified barriers.

A. CCCApply is a long and arduous application. Possible solutions include:

1. **Provide support staff:** Clearly identify staff who are responsible for reaching out to students who apply but have not yet enrolled. Provide the student with their phone, email, and text contact information.

- B. The enrollment process has many steps and is complex.**
1. **Provide support staff:** Clearly identify one success coach or staff member who acts as enrollment ambassadors helping them through the process and engaging them before the first class.
 2. **Clearly communicate:** Notify students about the Welcome and Connect Center and other services that can be used to assist them in the enrollment process.
- C. Institutional constructs require students to identify a major at the point of entry, but they are understandably undecided.** Possible solutions include:
1. **Guided Pathways:** Create broad academic and career interest areas to assist students in dealing with the overwhelming choices of majors and programs available, and to begin exploring the various disciplines and careers available. The college should launch new Guided Pathways web pages which are more intuitive and inform students of where to begin and find resources. It also includes launching the program mapper, which details more information on courses and majors.
 2. **Universal major and career exploration:** The college lacks a universal system for major and career exploration for undecided/unsure students. Create an intentional and effective system where all undecided/unsure students explore majors and careers. This should include a pre-college offering to guide students through an initial selection of a career interest area, and a more in-depth exploration during the first year.
 3. **Mentors:** Create a coordinated academic and career mentor program at the peer and/or professional levels.
 4. **Planned pathways:** Develop Dual Enrollment systems that intentionally develop and map pathways between high schools and the college.
- D. The institution has not made clear to students how to connect with college services for onboarding and next steps.** Possible solutions include:
1. **Coordinated and best practices in communication:** Utilize best practices in communicating to students, such as those utilized by Sierra College, which standardize methods and presentation of information.
 2. **First year experience:** Create a coordinated and strategic approach to allowing students to pick a first-year experience that will most optimally orient them to success and create multiple options for a first-year experience such that all students can have the experience that is right for them.
 - a. FYEs often include organizing the enrollment/onboarding experience and train students to use the technology tools of the institution.
 - b. FYEs often include a “home room” that creates a community-building setting amongst one’s peers which provides a safe place for students to discuss their experiences and needs and address the “academic imposter syndrome.”
 - c. FYEs which often address the “hidden curriculum” of higher education are most valuable. Customize the format for ESL, noncredit, and older students.
 3. **All-site, multi-modal, and diversely timed services:** continually study student needs for services to determine the place/time/modes various different student groups need them. Consider innovative models such as ‘evening generalists’ or consolidated service centers to meet nonstandard business hour needs.

E. Lack of a universally welcoming and inclusive culture, with characteristics of resistance to change and accountability around IDEAA practices, which prevents institutional transformation. Possible solutions include:

1. **Create shared beliefs and practices:** Build a campus culture that deliberately and systematically welcomes, guides, and engages students, particularly first-generation students and those disproportionately impacted. Update policies and practices to respond directly to the needs and identities of our students and communities.
2. **Caring Campus:** Continue to implement the Caring Campus initiative and practices that create care and belonging for students, adding to it behaviors and attitudes that also address IDEAA concerns.
3. **Normalize embedded and culturally affirming support:** Intentionally foster a culture, both inside the classroom and without, where the responsibility for delivering help and support is on the institution and not the student.
4. **Strive for best practices:** Create a college culture that cherishes and promotes retention and practices enacting the behaviors of welcoming, guiding and engaging students as illustrated in examples of: just-in-time interventions during a semester; faculty/counselor collaboration; creating a caring atmosphere in classes; encouraging/developing student self-confidence; referring students to resources when students are seeking instructor feedback on progress; and, practicing warm hand offs by taking students to visit campus resources in-person.

1.1.4 (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?

We have studied and identified the equity gaps regarding Successful Enrollment and have advanced an operation to further identify rates and demographics by Board of Trustee Area. This data can be utilized for addressing community-focused needs with outreach/support activities.

1.1.5 (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?

The following information is provided in answer to this question (1.1.5) and is also offered in answer to questions 2.1.5, 3.1.5, 4.1.5, and 5.1.6.

Between 2017 and 2022, SRJC focused on faculty-driven initiatives lead by the Academic Senate (The AS) in five areas: Program Mapping and Scheduling; Website Redesign; Integrative Academic Support Systems; a First Year Experience (FYE) Course; and, a FYE Program. Each of these initiatives is in the implementation stage (see also <https://guidedpathways.santarosa.edu/task-forces>).

The AS passed the following Guided Pathways motion in their meeting on 2 November 2022: “...that the Academic Senate recommend to the District the establishment of a short-term, high priority, multi-

constituent workgroup whose purpose is to propose a structure for a Guided Pathways as soon as possible.” The Workgroup met in early Spring 2023 and (via email) issued their final report, dated 6 March 2023, to past-President Dr. Frank Chong on 7 March 2023. This report was also shared at The AS on 3 May 2023 (both as an information item and in the Senate President’s Report). No further action was taken on the report by past-President Chong in deference to incoming President Dr. Angelica Garcia, who began as SRJC’s Superintendent/President in Summer 2023. By early Fall 2023, President Garcia – with support from Drs. Matthew Long, John Stover, and Micheal Hale – hosted a series of Interactive Town Hall meetings where faculty, classified, students, and administrators eagerly participated in group activities identifying structures and barriers faced by students, many of which appear in this report.

In early Fall 2023, President Garcia also reviewed the recommendations of the multi-constituent workgroup, and (via email to the District) on 1 November 2023 identified elements of the proposal to move forward including ensuring participation of all constituent groups in future work and incorporating the appropriate executive authority. In that same email, Dr. Garcia also identified the following elements of a nascent institutional structure for Guided Pathways at Santa Rosa Junior College as follows (*and to quote directly*):

- *On behalf of the District, the Office of the President will be leading the Guided Pathways initiative moving forward.*
- *[The Office of the President] will implement a new cross-discipline, cross constituent group to identify and recommend Guided Pathways efforts to address systemic areas of growth or systemic barriers to student success.*
- *The overarching goal of Guided Pathways is to institutionalize organizational systems that support students and require recommendations that are not dependent on categorical funds for sustaining projects.*
- *This (new) GP workgroup, currently anticipated to be in effect until May 2026, will consist of three representatives appointed from the following groups, with support provided by the Office of Institutional Effectiveness, Research, and Planning and the Office of the President:*
 - *Academic Senate*
 - *Classified Senate*
 - *Management Team (appointed by Office of the President)*
 - *Student Government Assembly*
- *The (new GP) workgroup will:*
 1. *Provide oversight to the implementation of the GP work plan*
 2. *Create and communicate sessions on GP and convene cross-discipline groups*
 3. *Ensure broad and regular communication via the shared governance spaces of their respective senates and bodies and share periodic updates to their constituent groups and supporting District reports to the Chancellor’s office on our Guided Pathways initiatives*
 4. *Commit to centering the student experience with every recommendation/proposal*
 5. *Make recommendations to the Superintendent/President for consideration of GP efforts*
 6. *Document SRJC’s work in GP with the intent to communicate how the systemic work should continue in the future*
- *The District will ensure that appropriate levels of consultation and opportunities for participation or engagement of the work will align with our shared governance and collective bargaining agreements.*

- *[Dr. Garcia shared] this call directly with the SRJC community to encourage the broadest possible participation from colleagues who are committed to the successful implementation of Guided Pathways.*

Some work is already underway in areas of college as related to existing projects (as referenced above) as well as efforts in Student Services related to the reorientation of access and enrollment teams as based squarely in Guided Pathways frameworks and principles. These, and many other, efforts will be required going forward in support of the full, structural implementation of Guided Pathways at SRJC.

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

SRJC is moving into a phase in which organizational structures are being implemented to undertake GP work at the college. More detail will have to be provided in answer to this question once the new GP workgroup has been constituted (see also the answer to question 1.1.5).

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.

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?

The college is creating a new organizational structure that will monitor and inform the Guided Pathways work at the college (as introduced in 1.1.5). The college will utilize its Program and Resource Planning Process (PRPP) to apply the principles of continuous improvement.

At SRJC, we annually study the quantitative measures of this metric, as well as the qualitative student voice regarding the challenges encountered and recommendations needed. In Fall 2023 we hosted five Guided Pathways Town Halls and received extensive feedback from our faculty, classified professionals, and administrative voices. Moving forward these data elements will be used in developing improvement plans to adjust college practices.

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?

SRJC strives to systemically incorporate the use of data to reveal the effects of our current practices, and to make continual improvements. Analysis of the effectiveness of practices will be conducted through the annual evaluation process through the use of appropriate data. The learning process will likely include the following:

- Review existing practices and identifying those that are not serving students with the goals of either eliminating them and/or reshaping programs, activities, and student learning outcomes to achieve the mission of the college.
- Identify how to shape our programs and activities to better serve our disproportionately impacted students.
- Understand and enhance successful practices related to this goal area.
- Acknowledge practices that are not serving students and either eliminate or reshape them to become effective.
- Clarify how our instruction can be improved to successfully attain the student learning outcomes for courses related to this goal area.
- Formulate professional development to teach all programs and departments how to use data to assess and inform practices.
- Define how to systemically incorporate the use of data to inform understanding the effects of our current practices and make decisions and changes in the areas described above.

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

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

SRJC's local goal is 75%.

Further detail includes the following: New student persistence is 57%, Part-Time student persistence is 47%, Full-Time student persistence is 83%. The initial review of data does not justify placing the goal above 75%.

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

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

There are many barriers that dissuade students from persisting from the first semester to the next. Besides those already identified in other sections, those directly related to the persistence in the first year include:

- A. Lack of a universally welcoming and inclusive culture, with characteristics of resistance to change and accountability around IDEAA practices, which prevents institutional transformation.**
1. **The absence of organizational infrastructure, accountability, and leadership:** See Section 1.1.2 E.1.
- B. Support Services are not optimally organized around who students are and how students would use them.**
1. **Not proactive:** Lack of proactive and intrusive support systems designed to be unavoidable for students
 2. **Not organized for Parent Students:** Lack of support for parent students, such as childcare.
 3. **Service modes and times:** Students may be excluded from comprehensive student support services, including academic support due to limited open hours, lack of services at the time, and in the modes students need them (particularly for noncredit students).
 4. **Student-centered:** Lack of organization of services with the student at the center rather than based on the college's organizational structure.
 5. **Basic needs:** There is a need to address both the immediate and long-term needs for food, transportation, and shelter.
 6. **Coordinated and best practices in communication:** the college is not yet using best practices in communicating to students, such as those discovered by Sierra College and others. Communication to students that occur unintentionally can create confusion or encourage students to disregard the information.
 7. **Support services based on student-centered Pathways rather than their own departments:** The college lacks Guided Pathways around which a network of support services for each of those pathways can be created, utilizing such approaches as case management .
 8. **Counseling & support services:** that do not directly address cultural identity and belonging. Counseling & support services do not directly assure students they belong and encourage student's growth as a person.
 9. Tutoring practices and practitioners are not engaged in ongoing program review and professional learning around IDEAA-centered pedagogies.
 10. **Lack of integration between Academic Affairs and Student Services:** Students do not operate on the organizational divisions of the college, instead the college needs to have better sharing of information and more integration and intentional of services.
- C. Lack of systemically addressing known issues for first year and first-generation college students.**
1. **First Year Experience:** The college lacks 1) a coordinated and strategic approach to allowing students to pick a first-year experience that will most optimally orient them to success; and, 2) options for a first-year experience that are designed for a variety of student interests.
 2. **Academic Imposter Syndrome:** This issue is a known and common phenomenon for first-year students, particularly among first-generation students which is exacerbated by the college's unwillingness to change policies and practices that shifts the focus away from the college's responsibility to meet students where they are at when they arrive.
 3. **Lack of institutional culture focusing on the needs of the first semester student:** There is a lack of deep understanding of faculty and staff regarding the challenges faced by students in their first six weeks of college and how best to support them. This includes a

lack of engagement on known symptoms like procrastination, time-management, STEM anxiety, test anxiety, managing finances, managing home responsibilities, and utilizing support. This also includes punitive practices and decontextualized pedagogies. Further, there is a lack of sharing of information between Academic Affairs faculty and staff and Student Services, such that there is an inconsistent and inaccurate use of support services referrals.

D. A lack of systemic career development, discipline, and major exploration.

1. **Guided Pathways:** The institution lacks broad academic and career interest areas (Guided Pathways) to assist students in dealing with the overwhelming and complex choices of majors and programs available.
2. **Exploration:** The college lacks a universal system for major and career exploration for undecided/unsure students.
3. **Mentors:** The institution lacks a system for intentionally fostering academic and career mentors for students.

E. Instructional practices are not optimally formulated to engage today's SRJC student.

1. **Legacy pedagogical practices:** Many of our classroom pedagogical practices need to be updated to reflect research-based best practices in IDEAA.
2. **Non-universal usage of technology systems:** The variety and optional use of LRM systems (e.g., Canvas) among faculty and staff creates a barrier for students to understand how and where instruction will take place in every instance.
3. **Lack of use of intentionally created system to use data to inform instructional practices:** The institution lacks a plan to use data metrics to inform faculty about their effectiveness with various student groups, and there is a lack of both budget and intentionally designed opportunities to address practices with faculty professional development.
4. **Associate Faculty are not required/compensated to engage in the same level of professional development:** Faculty connections with students are key to connecting them with the institution. Associate faculty, as both part-time and with fewer opportunities for college service and professional development, are less connected to the institution and its resources.

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

Possible solutions are presented according to the previously identified barriers.

A. Lack of a universally welcoming and inclusive culture, with characteristics of resistance to change and accountability around IDEAA practices, which prevents institutional transformation. Possible solutions include:

1. **Create shared beliefs and practices:** See Section 1.1.3 Successful Enrollment E.1.
2. **Caring Campus:** See Section 1.1.3 Successful Enrollment E.2.

3. **Normalize embedded and culturally affirming support:** See Section 1.1.3 Successful Enrollment E.3.
4. **Strive for best practices:** See Section 1.1.3 Successful Enrollment E.4.

B. Support Services are not optimally organized around who are students are and how students would use them. Possible solutions include.

1. **Proactive and unavoidable support around Pathways:** Design a holistic support system (integrating Academic Affairs and Student Services) that utilizes data on our students and is able to appropriately intervene. These support systems can be developed around each of the Guided Pathways developed by the college. Cross-functional teams (Academic Affairs and Student Services) are cohorted together to provide support for students.
2. **Complete SRJC Connect (Academic Backpack):** This program will connect students with the array of services matching their needs. SRJC Connect needs to become embedded in our onboarding, so it is unavoidable for students. This software will also allow student's basic contact information to be shared with the targeted support services, so that they can do their own targeted outreach.
3. **Make interventions proactive and put the responsibility on the institution to know our students and what they need when they need it:** The new Banner SIS system will have a CRM product that will allow tracking of students' access to support services as well as allow faculty and staff to raise alerts indicating that students need specific support. The above points create a new paradigm where students are consistently informed and orientated to targeted support services; and, more importantly, the imperative to reach out is not solely on the student, but rather on the district and the support services themselves to reach out to students to provide help.
 - a. **Early Alert:** Implement an Early Alert System consistently and widely. It should include but not be limited to having buy-in and be easy to use for faculty (automated) and addressing absences and early setbacks in class.
4. **Cultivate belonging and cultural humility in tutorial and other services:** Engage Tutorial, Math Lab, and Writing Lab faculty and staff in ongoing professional learning and create mechanisms for accountability that hold these service providers to a high standard that reflects leading edge research on IDEAA-driven tutorial strategies.
5. **Engage tutorial services, The Writing Center, and the Math Lab in the work of the Caring Campus initiative** and the cultural humility work in which the college is engaged. Communities of Practice that focus on the development of culturally humble attitudes are great avenues to address this barrier.
6. **Re-envision and embed tutorial and other support services:** Embed tutorial services and other relevant support services in spaces where the students dwell like the classroom, dorms, cultural centers, sports teams, clubs, and including often-neglected spaces like Roseland and rural district sites.
7. **Supplemental Instruction:** Thoughtfully re-envision PALS to embrace consistent approaches and practices, including training and professional development, based upon best practices throughout the state. A taskforce should be created to investigate this issue, design a series of recommendations, and ultimately make a proposal for changes, with a focus on providing embedded supplemental instruction using a proven evidence-based supplemental instruction model.

8. **Parent Students:** Develop support systems such as childcare, after school programming, and partnerships with community-based organizations for students who are also parents.
9. **Coordinated best practices in communication:** See Section 1.1.3 Successful Enrollment, D.1.
10. **Basic Needs:** Continue to develop systems to address both immediate and long-term needs for food, transportation, and housing for students; and explore possibilities and partnerships that could create basic income programs for students that work in concert with other basic needs initiatives like housing and student employment.
11. **Counseling & support services** that are embedded in pathway success teams; directly address cultural identity and belonging and assure students they belong and encourage student's growth as a person as well as their own self-advocacy as they are all essential elements in student success.
12. **All-site, multi-modal and diversely timed services:** See Section 1.1.3 Successful Enrollment, D.3.
13. **Create a student-facing Canvas shell of "My College Experience":** Expand on the new CubHub in Canvas to include all the vital activities in which students need to engage organized by the milestones of their college journey, such as pre-college activities, first year needs, connecting with services, etc.

C. Lack of systemically addressing known issues for first year and first-generation college students. Possible solutions include:

1. **First year experience:** See Section 1.1.3 Successful Enrollment, D.2.
2. **Optimize student success coaching:** Success coaching incorporates strategies for many of the known issues for first year students. Assigning peer coaches to all students and adding classified staff success coaches that can remain with a student throughout their education are ideas to consider.
3. **Create a culture of deep understanding of the first-generation, first year student:** A widespread and deep understanding of the first semester student, their challenges, and how best to support them, particularly in their first six weeks of college, is vital.

D. A lack of systemic career development, discipline and major exploration. Possible solutions include:

1. **Guided Pathways:** See Section 1.1.3 Successful Enrollment, C.1.
2. **Universal major and career exploration:** See Section 1.1.3 Successful Enrollment, C.2.
3. **Mentors:** See Section 1.1.3 Successful Enrollment, C.3.

E. Instructional practices are not optimally formulated to engage today's SRJC student.

Possible solutions include:

1. **Equitable instructional practices:** classroom approaches can be revised to reflect research-based best practices in IDEAA such as: a) implementing grow-oriented and transparent assessment and grading practices, b) offering accommodations equitably, c) encouraging students to seek help and communicating their support, d) fostering belonging, and e) taking responsibility for addressing racial equity.
2. **Equitable curricular practices:** Redesigning andragogy with research-based practices such as active learning, pre-lecture videos, peer collaboration, cultural relevancy, decolonized curriculum; creating formative feedback through metacognitive activities in class and out

of class; non-punitive grading practices such as contract grading and equity grading, acceptance of late work, and elimination of high-stakes, single-opportunity testing; and, embedding holistic support to remove non-academic barriers.

3. **Create an academy or summer institute:** Provide professional learning opportunities to update classroom pedagogical practices to reflect best practices in IDEAA, persistence, and classroom approaches. Create interdisciplinary teams (such as Math faculty/social scientist/ student support services/students) to help design curricular approaches that help students succeed, particularly in gateway courses.
4. **Data collectives and Equity audits:** Create systems that utilize data to improve understanding and response in various areas from teaching to program effectiveness, such as data collectives and data coaches that utilize common tools and guiding questions. Such collectives can be applied to various levels of programs, instruction, disciplines or pathways. Academic and student services departments should be encouraged to conduct “equity audits” along the model of what DRD did in order to eliminate policies that are structurally exacerbating disproportionate impact.
5. **Evaluations:** As now required by state law, incorporate IDEAA competencies and criteria into faculty and staff evaluations utilizing emerging evidence-based practices with an eye towards calling in faculty and staff rather than calling them out; and, providing rich professional learning opportunities to improve student success that contains measures for accountability and ongoing improvement.
6. **Contextualized courses:** Contextualize courses (particularly gateway classes) to students’ Guided Pathway to both explore the academic area of interest and also increase motivation and engagement with the material.
7. **Universal usage of technology systems:** Adopt the universal utilization of Canvas and other designated technology support software for all courses and create robust professional development opportunities for instructional faculty on its optimal use as well as incorporate training for students in their on-boarding processes.
8. **Focus on associate faculty professional development:** An intentional program addressing associate faculty is vital in addressing gaps in knowledge of the institution. Create a program for all Associate Faculty at the college which will focus on providing said faculty with the tools they need to support students in their classes.

2.1.4 (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?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Our Student Equity Plan 2.0 identified first-generation college students as the focus of our efforts. Further details shows the top three student populations who have experienced on-going disproportionate impact in transfer rates include the following:

1. First-generation Students
2. Foster Youth
3. Male First-generation Students

The District is prioritizing the full implementation and integration of Guided Pathways at the macro-level of the college now and going forward (which is a turn of direction from past directions). Other District efforts design to impact persistence include:

- The Caring Campus initiative
- The Student Equity Plan 2.0 (SEP)
- The college Strategic Enrollment Plan
- The reorganization of Academic Affairs as related to Guided Pathways, the SEP, and equity goals
- Current work in the areas of Dual Enrollment and Adult Education
- Enhanced communication from the President's Cabinet level to raise awareness of challenges related to enrollment, persistence, and completion

2.1.5 (Less than 50% 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?

See answer to question 1.1.5.

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

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

SRJC is moving into a phase in which organizational structures are being implemented to undertake GP work at the college. More detail will have to be provided in answer to this question once the new GP workgroup has been constituted (see also the answer to question 1.1.5).

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.

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?

The college is creating a new organizational structure that will monitor and inform the Guided Pathways work at the college (see also 1.1.5). The college will utilize its Program and Resource Planning Process (PRPP) to apply the principles of continuous improvement.

At SRJC, we annually study the quantitative measures of this metric, as well as the qualitative student voice regarding the challenges encountered and recommendations needed. In Fall 2023 we hosted five Guided Pathways Town Halls and received extensive feedback from our faculty, classified professionals, and administrative voices. Moving forward these data elements will be used in developing improvement plans to adjust college practices.

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?

- SRJC strives to systemically incorporate the use of data to reveal the effects of our current practices, and to make continual improvements. Analysis of the effectiveness of practices will be conducted through the annual evaluation process through the use of appropriate data. The learning process will likely include the following:
- Review existing practices and identifying those that are not serving students with the goals of either eliminating them and/or reshaping programs, activities, and student learning outcomes to achieve the mission of the college.
- Identify how to shape our programs and activities to better serve our disproportionately impacted students.
- Understand and enhance successful practices related to this goal area.
- Acknowledge practices that are not serving students and either eliminate or reshape them to become effective.
- Clarify how our instruction can be improved to successfully attain the student learning outcomes for courses related to this goal area.
- Formulate professional development to teach all programs and departments how to use data to assess and inform practices.
- Define how to systemically incorporate the use of data to inform understanding the effects of our current practices and make decisions and changes in the areas described above.

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.

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

'Local Goal' is an ideal achievement to reach for this metric.

SRJC's local goal is 25%.

With a current completion rate of 10% over a three-year period, the college has identified a goal of an increase of 8% in the completion of transfer-level Math and English in the first year. In addition to eliminating the equity gap, the intended goal is set to surpass the current district average of 12% and have 18% of First-Generation students complete both Math and English within their first year at college.

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

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

There are many barriers that dissuade students from completing transfer-level Math and English in their first year in college. Besides those already identified in prior sections, those directly related to the first-year Math and English include:

A. Support Services are not optimally organized around how students would use them.

1. **Services are avoidable:** Many students are not connected to the vast array of support services that could help them complete Math and English in the first year. Rather than pointing at students as the problem, the college should build intentional and intuitive systems that wrap-around students where they are.
2. **Tutorial services could be more welcoming and embedded:** Our tutorial services like the Math Lab, writing center, and others, could be more welcoming and culturally humble, as first-generation students can experience intimidation from unfamiliar services. Our tutorial services are not embedded in spaces where the students already are like the classroom, dorms, cultural centers, sports teams, clubs, and including often neglected spaces like Roseland, etc.
3. **PALS approach varies by course and may not embrace consistent evidence-based best practices:** Our peer assisted learning specialists (PALS) program is popular, but it has not moved the needle in ways we anticipated.

B. Structural curricular support courses are not optimally formulated to assist students in need.

1. **Corequisite options could be more effective:** Our corequisite courses for Math and English need to be researched to judge effectiveness in promoting retention and completion. Currently, the time commitment of two classes and unit load are a barrier for a sizeable number of students.
- C. Instructional practices and curricular approaches are not optimally formulated to engage today's SRJC student.**
1. **Legacy pedagogical practices:** See Section 2.1.2 Persistence, E.1.
 2. **Non-universal usage of technology systems:** See Section 2.1.2 Persistence, E.2.
 3. **Lack of use of intentionally created system to use data to inform instructional practices:** See Section 2.1.2 Persistence, E.3.
 4. **Math not yet included in intentional first-year programs:** Learning communities have aided in the goal of increasing the completion of English in the first year by using English 1A as an anchor class of the first semester. Thus far Math courses have not yet been incorporated into learning communities or FYE programs, thereby blunting the impact of these programs to promote the completion of English and Math in the first year.
 5. **Decontextualized quantitative reasoning:** Most Math courses that meet the quantitative reasoning requirement are decontextualized, particularly for non-STEM majors, which can create a learning barrier for students.

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?

As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Possible solutions are presented according to the previously identified barriers.

- A. Support Services are not optimally organized around who our students are and how students would use them.** Possible solutions include:
1. **Proactive and unavoidable support around Pathways:** See Section 2 Persistence, B.1.
 2. **Complete SRJC Connect (Academic Backpack):** See Section 2 Persistence, B.2.
 3. **Make interventions proactive and put the responsibility on the institution to know our students and what they need when they need it:** See Section 2 Persistence, B.3.
 4. **Cultivate belonging and cultural humility in tutorial and other support services:** See Section 2 Persistence, B.4.
 5. **Embed tutorial and other support services:** See Section 2 Persistence, B.5.
 6. **Revise PALS approach:** See Section 2 Persistence, B.6.
 7. **Early Alert:** See Section 2 Persistence, B.7.
 8. **Supplemental Instruction:** See Section 2 Persistence, B.8.
- B. Structural curricular support courses are not optimally formulated to assist students in need.** Possible solutions include:
1. **Study and improve the effectiveness of corequisite support courses:** Our corequisite courses for Math and English need to be researched to judge effectiveness in

promoting retention and completion. A taskforce could collect and review data judging the effectiveness of our current corequisite classes as well as gather data-informed best practices from across the state.

C. Instructional practices and curricular approaches are not optimally formulated to engage today's SRJC student. Possible solutions include:

1. **Equitable instructional practices:** see Section 2.1.3 Persistence, E.1.
2. **Equitable curricular practices:** See Section 2.1.3 Persistence, E.2.
3. **Create an academy:** See Section 2.1.3 Persistence, E.3.
4. **Data collectives and equity audits:** See Section 2.1.3 Persistence, E.4.
5. **Evaluations:** See Section 2.1.3 Persistence, E.5
6. **Intentionally incorporate Math in first year experiences:** Interested Math faculty should be identified and enrolled in learning community trainings with the goal of launching a Math component of each of the learning communities.
7. **Contextualize quantitative reasoning:** Increased utilization and the availability of Psych 9 (for example in learning communities) for students who are well-served by this contextualized course. Offer at least one contextually based quantitative reasoning class per Pathway.

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?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Our Student Equity Plan 2.0 identified first-generation college students as the focus of the efforts. However, the top three student populations who have experienced on-going disproportionate impact in transfer rates include the following:

1. Foster Youth
2. Hispanic Students
3. First-generation Students

Further analysis for the DI Categories for 2021 for Completion of Math and English in the First Year yielded the following information:

- Overall Foster Youth -- 10 years in DI
- Overall Hispanic -- 9 years in DI
- Overall First-generation -- 9 years in DI
- Overall LGBTQ -- 4 years in DI
- Female Homeless
- Overall American Indian
- Female Foster Youth
- Male Black African American
- Overall Black African American
- Male Pacific Islander
- Overall Economic Disadvantage

In the SRJC Student Equity Plan 2.0, and in this workplan, the college has identified action steps designed to address the barriers experienced by first-generation college students and other DI groups. It is expected that these new solutions will be undertaken by the college as new or reformed practices which will scale up efforts to address the barriers to this outcome area.

In addition, it is the expectation that Guided Pathways will begin to integrate other college programs that are currently underway to better scale efforts and impacts. Some of the current resources that were created to address the Transfer outcome area include:

- Puente
- An FYE Cohort for Undecided First-generation and Foster Youth students in EOPS.
- Bear Cub Scholars
- Umoja, which has started an Umoja Supported program to recruit and train faculty that teach GE courses that will greatly expand knowledge of equity-minded teaching practices and cultural humility
- APASS
- Native American Center (NAC)
- Queer Resource Center

The Student Equity Report will focus on tracking first-generation students over the next five years and report regularly on metrics impacting their access, retention, and success. Most first-generation students at SRJC have self-identified as Hispanic.

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?

See answer to question 1.1.5.

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?

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

SRJC is moving into a phase in which organizational structures are being implemented to undertake GP work at the college. More detail will have to be provided in answer to this question once the new GP workgroup has been constituted (see also the answer to question 1.1.5).

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.

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?

The college is creating a new organizational structure that will monitor and inform the Guided Pathways work at the college (as introduced in 1.1.5). The college will utilize its Program and Resource Planning Process (PRPP) to apply the principles of continuous improvement.

At SRJC, we annually study the quantitative measures of this metric, as well as the qualitative student voice regarding the challenges encountered and recommendations needed. In Fall 2023 we hosted five Guided Pathways Town Halls and received extensive feedback from our faculty, classified professionals, and administrative voices. Moving forward these data elements will be used in developing improvement plans to adjust college practices.

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?

- SRJC strives to systemically incorporate the use of data to reveal the effects of our current practices, and to make continual improvements. Analysis of the effectiveness of practices will be conducted through the annual evaluation process through the use of appropriate data. The learning process will likely include the following:
- Review existing practices and identifying those that are not serving students with the goals of either eliminating them and/or reshaping programs, activities, and student learning outcomes to achieve the mission of the college.
- Identify how to shape our programs and activities to better serve our disproportionately impacted students.
- Understand and enhance successful practices related to this goal area.
- Acknowledge practices that are not serving students and either eliminate or reshape them to become effective.
- Clarify how our instruction can be improved to successfully attain the student learning outcomes for courses related to this goal area.
- Formulate professional development to teach all programs and departments how to use data to assess and inform practices.
- Define how to systemically incorporate the use of data to inform understanding the effects of our current practices and make decisions and changes in the areas described above.

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.

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

'Local Goal' is an ideal achievement to reach for this metric.

SRJC's local goal is 25%, as set in the Student Equity Plan 2.0.

The college's initial data review does not justify increasing the goal above 25% due to the significant number of part-time students which have rates in the single digits.

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

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

There are many barriers that dissuade students from transferring to a four-year institution as was their intended goal. Besides those already identified in prior sections, those directly related to the transfer process include:

- A. **Students are unaware of transfer requirements** and accumulate extra units or remain off course until they enroll in the college's Transfer 101 Workshop or the Counseling 80 course (if they do).
- B. **The higher financial burden of the intended four-year institution** intimidates students or dissuades them entirely from transferring, as they may not be proficient with personal finances.
- C. **The long timeline and roadblocks experienced by the part-time students.**
- D. **Students are undecided or uncertain about their major and/or career goals** well into their course-taking at the college.
- E. **Students are afraid of the next step** (they are comfortable with us). They may not want to go far from home, but the local 4-year institution does not offer a matching program.

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?

Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

Possible solutions are presented according to the previously identified barriers.

- A. Students are unaware of transfer requirements and accumulate extra units or remain off course until they enroll in the college's Transfer 101 Workshop or the Counseling 80 course (if they do).** Possible solutions include:
1. **Second semester:** Cover the requisite transfer information through multiple methods in a student's second semester.
 - a. **Create a student-facing Canvas shell of "My College Experience":** Expand on the new CubHub in Canvas to include all of the vital activities in which students need to engage organized by the milestones of their college journey. For example, pre-college activities, first year needs, connecting with services, transferring, etc.
 2. **Proactive outreach:** When a student indicates they plan to transfer on their application, assign appropriate resources. More effective and frequent communication with those students who have identified transfer as their goal (proactive), such as using the new CRM in Banner.
 3. **Create incentives:** Incentivize, motivate, or "reward" students (beyond current priority registration incentives) to meet with a transfer counselor regularly, such as once per year. One example could be to offer participation in 4-year college visits, which would serve as both an incentive and as important information useful to the goal of transfer.
 4. **Exploring majors:** Host an "exploring majors" fair to encourage exploration and transfer requirements to popular four-year institutions.
 5. **Guided Pathways:** Create Guided Pathways interventions to help students along their paths by exploring career options and the corresponding majors and transfer institutions and requirements.
 6. **Enhance partnerships:** Enhance the continued collaboration between the Transfer center activities and special population support programs, such as EOPS.
- B. The higher financial burden of the intended four-year institution intimidates students or dissuades them entirely from transferring.** Possible solutions include:
1. **Build on efforts:** Increase the reach of existing interventions, such as "Financing your bachelor's degree" workshop, Counseling 80, and the 4-week summer bootcamp which covers this information for transfer students in the transfer information process at the JC.
 2. **Teach Financial planning:** Engage a financial planner to increase financial education to students.
- C. The long timeline and roadblocks experienced by the part-time student.**
1. See Section 5 Completion, D1-D5.

F. Students are undecided or uncertain about their major and/or career goals well into their course-taking at the college.

1. See Section 1.1.3 Successful Enrollment C1, C2, C3.

G. Students are afraid of the next step (they are comfortable with us). They may not want to go far from home, but the local 4-year institution does not offer a matching program.

Possible solutions include:

1. **Second Year Experience:** Create a “Second year experience” or “Completing your Community College Experience” program focused on helping students complete their educational goal and transition from the two-year to the four-year institution, or to the work world.
2. **Enhance partnerships:** Engage intercultural centers to work with their students in transition/college visits and create intentional transition program with partners such as Sonoma State University.

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?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Our Student Equity Plan 2.0 identified first-generation college students as the focus of the efforts. However, the top three student populations who have experienced on-going disproportionate impact in transfer rates include the following:

1. First-generation Students
2. Foster Youth
3. Male First-Generation Students

In the SRJC Student Equity Plan 2.0, and in this workplan, the college has identified action steps designed to address the barriers experienced by first-generation college students and other DI groups. It is expected that these new solutions will be undertaken by the college as new or reformed practices which will scale up efforts to address the barriers to this outcome area.

In addition, it is the expectation that Guided Pathways will begin to integrate other college programs that are currently underway to better scale efforts and impacts. Some of the current resources that were created to address the Transfer outcome area include:

- EOPS, as well as its FYE pilot
- Lanzamiento activities
- Learning Communities

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?

See answer to question 1.1.5.

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?

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

SRJC is moving into a phase in which organizational structures are being implemented to undertake GP work at the college. More detail will have to be provided in answer to this question once the new GP workgroup has been constituted (see also the answer to question 1.1.5).

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.

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?

The college is creating a new organizational structure that will monitor and inform the Guided Pathways work at the college (as introduced in 1.1.5). The college will utilize its Program and Resource Planning Process (PRPP) to apply the principles of continuous improvement.

At SRJC, we annually study the quantitative measures of this metric, as well as the qualitative student voice regarding the challenges encountered and recommendations needed. In Fall 2023 we hosted five Guided Pathways Town Halls and received extensive feedback from our faculty, classified professionals, and administrative voices. Moving forward these data elements will be used in developing improvement plans to adjust college practices.

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?

- SRJC strives to systemically incorporate the use of data to reveal the effects of our current practices, and to make continual improvements. Analysis of the effectiveness of practices will be conducted through the annual evaluation process through the use of appropriate data. The learning process will likely include the following:

- Review existing practices and identifying those that are not serving students with the goals of either eliminating them and/or reshaping programs, activities, and student learning outcomes to achieve the mission of the college.
- Identify how to shape our programs and activities to better serve our disproportionately impacted students.
- Understand and enhance successful practices related to this goal area.
- Acknowledge practices that are not serving students and either eliminate or reshape them to become effective.
- Clarify how our instruction can be improved to successfully attain the student learning outcomes for courses related to this goal area.
- Formulate professional development to teach all programs and departments how to use data to assess and inform practices.
- Define how to systemically incorporate the use of data to inform understanding the effects of our current practices and make decisions and changes in the areas described above.

5. Completion and Student Success *

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

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.

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
- Certificate Completion
- Degree Completion

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

'Local Goal' is an ideal achievement to reach for this metric.

1. **Adult Education/Noncredit Completion:** SRJC has no established completion goal for Adult Ed/Noncredit.
2. **Certificate Completion:** Our ACCJC aspirational goal is 688. SRJC has achieved our aspirational goal, however there are equity considerations to be addressed.
3. **Degree Completion:** Our ACCJC aspirational goal is 2,541. SRJC is 34% away from achieving our ACCJC aspirational goal.

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

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

There are many barriers that dissuade students from completing their educational goal of completing a certificate, degree, or noncredit pathway. Many of these are identified in earlier sections, particularly those related to persistence.

In addition to those previously enumerated, identified barriers include:

A. District structures related to the offering and scheduling of courses.

1. **Semester length:** Existing 18-week structure of the semester and existing course lengths do not allow for those who were unsuccessful in courses the chance to retake courses or to begin courses for many weeks if they desire to enter the college after traditional enrollment period has taken place, resulting in a delay or actual dismal of their educational plans.
2. **Conflicting course scheduling:** Students are unable to take necessary courses in the same semester without conflicts (particularly for first year students in Math, English or GE courses) or at times that work for their life schedule.
3. **Scheduling for the part-time student:** Scheduling practices do not address part-time student needs. The mapping/offering of courses over the semesters results in a long timeline and roadblocks for the part-time student.
4. **Scheduling for students who are working and have family commitments:** Scheduling classes in multiple modes, and on days and times when students can attend is crucial.
5. **Full courses:** Students are turned away when they want to enroll in classes that are full, and students often report that they cannot get the courses they need to make progress on their degree/certificate completion. "Hits after close" should be reduced.

B. A lack of institutional data-informed practices.

1. **Utilization of outcomes data:** A lack of coordinated and strategic systems that utilize outcomes data to directly change practices to demonstrably proven approaches which improve effectiveness of programs, practices, and instruction.

2. **Disaggregation of data:** A lack of complexity in disaggregating the data in order to better understand the outcomes of our students, for instance in understanding intersectionality of identities and demographic characteristics.

C. A lack of systemic career development, discipline and major exploration.

1. **Guided Pathways:** See Section 2.1.2 Persistence, D.1.
2. **Exploration:** See Section 2.1.2 Persistence, D.2.
3. **Mentors:** See Section 2.1.3 Persistence, D.3.

D. The need for more planful major and certificate programs.

1. **Program Mapping:** Majors and certificates have not yet engaged in program mapping, which will identify problem areas for student completion, particularly for part-time students.
2. **Planned and continued pathways:** Students are unable to begin pathways in high school and continue them seamlessly at SRJC and into their career.
3. **Online majors and degrees:** The college has not strategically offered a clear set of online majors and certificates desired by students.
4. **Online course options:** Lack of clear and intentional online course offerings for students who need online courses to complete. In today's world, students are looking for flexibility. Many students would like to attend in person, but when life commitments interfere, they need the option of attending remotely.
5. **High major unit requirements:** There are instances where SRJC offers certificates and/or degree programs have substantially more prerequisites or required courses than other colleges, thus extending the time to completion for students.

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?

Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

Possible solutions are presented according to the previously identified barriers.

A. District structures related to the offering and scheduling of courses. Possible solutions include:

1. **Revised semester length:** Adopt a standard 16-week semester and offer intersessions which allows for greater options for students.
2. **Block scheduling:** Develop block scheduling that is student centered and created using student data with courses that begin multiple times in the semester.
3. **Versatile scheduling:** Offer more classes in evenings, weekends, hybrid (different models), online, and/or short-term or condensed formats, based on student data. Schedule classes at nights and weekends for daytime-obligated individuals who desire to meet in-person. Intentionally develop program formats with shorter length courses (such as eight-week courses).

4. **Defined-schedule programs:** Offer defined-schedule programs for working, part-time students that are designed for 3-year completion (e.g., Cañada College, College for Working Adults Program, Albertus Magnus College). These programs guarantee course availability and have consistent formatting (e.g., one course every eight weeks, always on Thursday nights, hybrid format, dedicated counselor, etc.) and shorter-length courses (e.g., six and eight weeks).
5. **Utilize educational plan data:** Improve the accuracy and collection of student Educational Plan data, EMS predictive analytics and College Scheduler data so that it can be utilized to determine course offerings and the mode of instruction and/or the time/day of course offerings.
6. **Collect and utilize student preference data:** Develop an indicator visible to students while they are in the registration screen that allows them to log their intent and desired mode/time to register for a course that is full. Utilize this information to open a new section of the course.
7. **Ensure required courses are offered:** Guarantee that required classes in a pathway or certificate programs are offered in sequences and with frequencies that students need (intentional mapping and scheduling) and are not cancelled due to low enrollment.
8. **Ensure more sections are offered of popular courses:** Develop solutions to offer more sections of courses that are continually in demand.

B. A lack of institutional data-informed practices. Possible solutions include:

1. **Data collectives:** Create systems that utilize data to improve understanding and response in various areas from teaching to program effectiveness, such as data collectives and data coaches that utilize common tools and guiding questions. Such collectives can be applied to various levels of programs, instruction, disciplines or pathways.
2. **Equitable instructional practices:** See Section 2.1.3 Persistence, E.1.

C. A lack of systemic career development, discipline and major exploration. Possible solutions include:

1. **Guided Pathways:** See section 2.1.3 Persistence, D.1.
2. **Universal major and career exploration:** See section 2.1.3 Persistence, D.2.
3. **Mentors:** See section 2.1.3 Persistence, D.3..

D. The need for more planful major and certificate programs. Possible solutions include:

1. **Program mapping:** Majors and certificates complete the program mapping process and utilize software such as Program Mapper in order to clarify the course, electives, and sequencing of educational offerings. Complete program mapping for part-time students as well as full-time.
2. **Planned pathways:** Develop Dual Enrollment systems that intentionally develop pathways between high schools and the college.
3. **Online majors and degrees:** Create clear and intentional online program offerings for students such that full certificate and degrees can be completed in an online format.
4. **Online and multiple modality courses:** Offer multiple modalities of courses, permitting students who do not have transportation, time, or other resources to access courses and be engaged in the high-quality instruction necessary to complete their goal and be prepared for their transfer or career. Add greater flexibility of mode, such as different models of hybridity and hi-flex, to allow more options for students.

5. **High major unit requirements:** Review program offerings that have substantially more prerequisites or required courses than those offered at other colleges and adjust the required units to those offered on average.

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?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Our Student Equity Plan 2.0 identified first-generation college students as the focus of the efforts. However, the top three student populations who have experienced on-going disproportionate impact in attaining the vision goal for success include the following:

1. Male First-Generation Students
2. Hispanic Students
3. Male Students

In the SRJC Student Equity Plan 2.0, and in this workplan, the college has identified action steps designed to address the barriers experienced by first-generation college students and other DI groups. It is expected that these new solutions will be undertaken by the college as new or reformed practices which will scale up efforts to address the barriers to this outcome area.

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?

See answer to question 1.1.5

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?

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

SRJC is moving into a phase in which organizational structures are being implemented to undertake GP work at the college. More detail will have to be provided in answer to this question once the new GP workgroup has been constituted (see also the answer to question 1.1.5).

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:

We have no additional information.

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.

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
- X Certificate Completion**
- X 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?

The college is creating a new organizational structure that will monitor and inform the Guided Pathways work at the college (as introduced in 1.1.5). The college will utilize its Program and Resource Planning Process (PRPP) to apply the principles of continuous improvement.

At SRJC, we annually study the quantitative measures of this metric, as well as the qualitative student voice regarding the challenges encountered and recommendations needed. In Fall 2023 we hosted five Guided Pathways Town Halls and received extensive feedback from our faculty, classified professionals, and administrative voices. Moving forward these data elements will be used in developing improvement plans to adjust college practices.

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?

- SRJC strives to systemically incorporate the use of data to reveal the effects of our current practices, and to make continual improvements. Analysis of the effectiveness of practices will be conducted through the annual evaluation process through the use of appropriate data. The learning process will likely include the following:

- Review existing practices and identifying those that are not serving students with the goals of either eliminating them and/or reshaping programs, activities, and student learning outcomes to achieve the mission of the college.
- Identify how to shape our programs and activities to better serve our disproportionately impacted students.
- Understand and enhance successful practices related to this goal area.
- Acknowledge practices that are not serving students and either eliminate or reshape them to become effective.
- Clarify how our instruction can be improved to successfully attain the student learning outcomes for courses related to this goal area.
- Formulate professional development to teach all programs and departments how to use data to assess and inform practices.
- Define how to systemically incorporate the use of data to inform understanding the effects of our current practices and make decisions and changes in the areas described above.

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:

We have no additional information.

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](#).

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

Previous to this workplan, the college had not intentionally taken up the integration of the GP and the ADT Program. However, some integration has occurred organically because the SRJC Integrated Student Success Committee (ISSC) has been actively involved in the SEA program, and certain faculty and staff have played key roles in both GP and SEA.

As we begin this work, identified challenges include:

- Structurally there needs to be intentional integration of people and programs of both the GP framework and the Student Equity Plan 2.0 (SEP 2.0), to achieve the goals of both initiatives, and particularly to address the disproportionate impact experienced by various groups of students.

- Resource constraints in Institutional Effectiveness, Research and Planning (IERP) need to be addressed for integration to occur. Furthermore, the college needs to clearly establish how area planning aligns with Guided Pathways, as well as the district strategic plan and how evaluation and accountability should take place.

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

To achieve integration, SRJC is looking toward the following steps:

1. All areas supported by the SEA Program should develop outcome assessment to align with GP and SEP 2.0. Areas requesting resources need to include their annual plans in PRPP.
2. Build involvement from the office of Institutional Effectiveness, Research and Planning (IERP) into planning and evaluation cycles.
3. IERP can create a "plug-and-play" toolkit for programs to use to incorporate GP and SEP 2.0 principles. For instance, create a clear list of leading and lagging indicators for programs/departments to select from for their programs along with the typical methods for assessing outcomes for the chosen indicator.
4. IERP can provide more training and support to programs/departments that are funded by SEA to ensure program alignment with GP principles and SEP 2.0 outcomes.

6.1.3 (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:	Programs begin to incorporate GP and SE principles into their annual planning.
Intermediate Outcome:	All programs have incorporated GE and SE principles into their annual planning.
Long-Term Outcome:	Resources granted through the annual planning process will be evaluated through GP and SE lenses.

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

SRJC will use the following to evaluate the outcomes listed above:

- The newly established GP workgroup and SEA administrators will review the GP workplan and outcomes annually for evaluation.

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

Expanded answers are acceptable. Please list, if possible.

Previous to this workplan, the college had not intentionally taken up the integration of the GP and the ADT Program and thus we are at the initial stages of embarking on this collaborative journey.

As we begin this work, here are the identified challenges:

- SRJC has not yet adopted its designated College Pathways.
- ADTs are not owned by any particular administrator, office, or department.
- ADTs are quite complex. They were created as a 'catch all' degree, but they do not work that way in practice because ADTs are not a match for all CSUs, and they do not work for UCs at all. We must build systems that educate the student as to whether the ADT is the appropriate path to take. Furthermore, some students do not finish a degree at all if they are going to UC because it is not necessary for transfer.
- Transfer is an incredibly complex process and takes considerable professional development and expertise to work with students.

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

Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

To achieve integration, SRJC is looking toward the following steps:

1. Creating a cross-VP ownership group or administrative area that intentionally works on the creation and intentional use of ADTs as a clear major pathway vehicle to help students complete and transfer. One possibility is the Certificate and Majors review committee (a subcommittee of Curriculum Review Committee).
2. Adopt Guided Pathways college-wide so that ADTs may be intentionally mapped within them.
3. Educate more instructional faculty to champion ADTs and carry the message of their value to their respective departments.
4. Develop joint GP/ADT objectives related to the use of ADTs as a systemic tool to help students achieve their transfer goals.

7.1.3 (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:	Develop joint GP/ADT goals.
Intermediate Outcome:	Begin implementing joint goals.
Long-Term Outcome:	ADTs are integrated into the college's Pathways and are used as an intentional tool to help students achieve their transfer goals.

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

SRJC will use the following to evaluate the outcomes listed above:

- The newly established GP workgroup and the identified ADT appointed committee or administrative unit will review the GP workplan and outcomes annually for evaluation.

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](#).

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

Expanded answers are acceptable. Please list, if possible.

Previous to this workplan, the college had not intentionally taken up the integration of the GP and the ZTC Programs and thus we are at the initial stages of embarking on this collaborative journey.

As we begin this work, here are the identified challenges:

- Limited awareness and use of OER resources and difficulty of finding relevant material.
- SRJC has not yet adopted its designated college Pathways.
- Limited use of models from other colleges such as San Diego Mesa College which has many ZTC degrees and courses.

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

Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

To achieve integration, SRJC is looking toward the following steps:

1. Developing clear areas/strategies on which GP and ZTC can collaborate, particularly in the outcome area of student persistence.
2. Focus on support of the Pathways with ZTC once they are officially adopted by the college, particularly in changing the college culture to embrace ZTC principles.
3. Incorporate the ZTC Coordinator in areas of GP work where goals align.

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
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Immediate Outcome:	Increase familiarity with each other's goals and objectives and identify points of mutual synchronicity.
Intermediate Outcome:	Identify and integrate ZTC goals in selected GP projects.
Long-Term Outcome	Integrate ZTC principles into all GP initiatives.

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

SRJC will use the following to evaluate the outcomes listed above:

- The newly established GP workgroup and the ZTC Grant task force will review the GP workplan and outcomes annually for evaluation.
- The completion of each of the outcomes above will be used as a milestone toward the next.

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.](#)

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

Expanded answers are acceptable. Please list, if possible.

Previous to this workplan, the college had not intentionally taken up the integration of the GP and Adult Education programs, and thus we are at the initial stages of embarking on this collaborative journey.

As we begin this work, here are the identified challenges:

- There is limited integration of Adult Education and noncredit programs into the larger college structure.
- Student and academic supports are not consistently available for Adult Education and noncredit programs.
- SRJC has not yet adopted its designated college Pathways and Adult Education and noncredit programs are not included in Program Mapping software.

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

Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

To achieve integration, SRJC is looking toward the following steps:

1. Integrate Adult Education and noncredit instruction into the larger college Pathways structure, such as creating a specific noncredit pathway around which college support network is organized.
2. Thoughtfully review current effective practices in the adult ed/noncredit area as well as those in the GP arena, adopting practices from both areas and creating a more global approach of support for SRJC students.
3. Integrate adult education and noncredit within the same framework of strategies (such that we are reorganizing existing resources into an efficient model).
4. Include Adult Education/noncredit in the Program Mapper software.

9.1.3 (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	Adult Education/noncredit are at the table in creating the institution's Pathways.
Intermediate Outcome	Establish the structure and support around the Adult Ed/noncredit Pathway.
Long-Term Outcome	Engage in continuous improvement of the structures around the Adult Ed/noncredit Pathway.

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

SRJC will use the following to evaluate the outcomes listed above:

- The newly established GP workgroup and the Adult Education administrator and chair will review the GP workplan and outcomes annually for evaluation.
- The completion of each of the outcomes above will be used as a milestone toward the next.

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.](#)

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

Expanded answers are acceptable. Please list, if possible.

Previous to this workplan, the college had not intentionally taken up the integration of the GP and SWP programs, and thus we are at the initial stages of embarking on this collaborative journey. With our newfound intention of partnership, we are now in the process of formulating steps toward integration, the outcomes of which are illustrated below.

As we begin this work, here are the identified challenges:

- The Strong Workforce Program is not completely integrated across the college structure.
- SRJC has not yet adopted its designated college Pathways, however, career education options provide a good model for design.

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

Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

To achieve integration, SRJC is looking toward the following steps:

1. Create time and space for a more comprehensive examination of the integration process.
2. Investigate how various educational institutions have successfully implemented the integration of GP and SWP.
3. Gain insights into the congruence of GP and SWP objectives to effectively leverage available funding.
4. Leverage the newly established GP framework to craft an enhanced strategic plan.

10.1.3 (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:	Explore and research other California Community Colleges' integration and document steps toward integration.
Intermediate Outcome:	Determine GP areas of need for SWP investment.
Long-Term Outcome:	Create a process for braided support in order to create GP sustainability.

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

SRJC will use the following to evaluate the outcomes listed above:

- The newly established GP workgroup will review the GP workplan and outcomes annually for evaluation.
- The completion of each of the outcomes above will be used as a milestone toward the next.
- The college will begin incorporating GP integration in the annual SWP reporting process.
- During the annual SWP application process, the SWP Review Team will appraise the process of these integration outcomes.