

Mt. San Antonio College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23): Draft

Details

Plan Title *

Mt. San Antonio College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23)

Plan Description

Not Entered

Lead Institution

Lead Institution

Mt. San Antonio College

Address

N/A

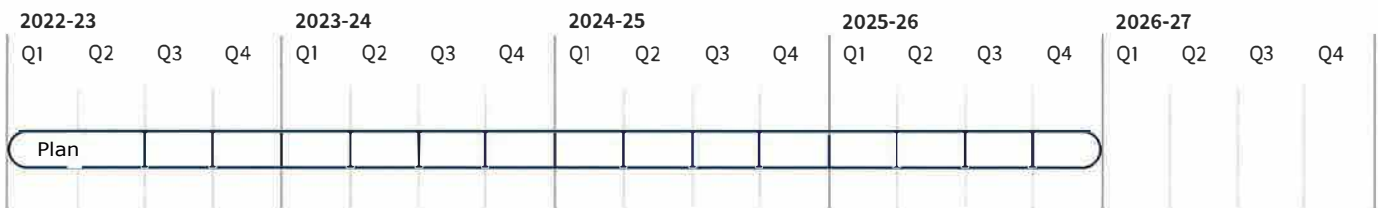
Community College District

Mt. San Antonio CCD

Website

N/A

Timeline



The start year for this plan

2022-23

The start quarter for this plan

Q1

The funding year for this plan

2022-23

The number of fiscal years this plan will span

4 year(s)

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Guided Pathways Work Plan

1. Successful Enrollment and Entering Students *

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

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

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.\

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

More than 75% complete

1.1.1 (More than 75% complete) What is your local goal? *

Locally, we developed a process for identifying applicants with the intention of enrolling at Mt. SAC. For example, removing spam applications from the total applications received. Also, identifying students who applied, completed some portion of the matriculation process, and did not enroll, and generating contact lists for outreach and support. Additionally, the college plans to generate a contact list specifically for Female, Asian, Black/African American and Latinx, American Indian/Alaskan Native and Pacific Islanders, and male students. Partner with the Center for Black Culture and Student Success, Umoja, El Centro, and AANAPISI/Arise programs to support outreach to female, Asian, Black/African American, American Indian/Alaskan Native, Pacific Islander, and male students. Begin to track students in the enrollment process (where are they getting "stuck") and implement light touches along the way to encourage and support students to complete the enrollment process. Develop and implement a follow-up on leads system to provide information, and high touch upon inquiry to encourage application to follow through. The college will adopt the goal of simplifying the enrollment process to ensure our most vulnerable students are able to successfully apply and enroll without unnecessary barriers.

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

Current processes create barriers for prospective students to apply and enroll. This takes the shape of technological challenges as well as unnecessary hurdles. Examples include the need for students to sometimes wait two weeks before they receive a portal log-in. Some students NEVER receive their login after being flagged as a potential scam account. Other prospective students lose track of time and never check their log-in again until it is too late for them to begin taking classes the next term. In comparison, at neighboring colleges, students can

apply and log into their student accounts to take the next steps within 30 minutes. The college's processes can be complex and utilize numerous tools, which adds to the confusion for students. These processes sometimes do not work well together and create redundancies or conflicting experiences for students. It's challenging for some students to get clear rules and guidelines in terms of how to apply and enroll. A transformative change would be to completely restructure our enrollment process, modeling easy-to-access companies like Apple, In-n-Out, and Tesla. Like Apple, Mt. SAC is large, innovative, and filled with talent. What keeps us from reaching innovative potential is simply a lack of focus on simplifying the user experience. The enrollment experience is not user-friendly for all populations.

The college is limited in financial and human resources to address the high-touch needs of our current student population. Marketing is limited in terms of advertising and marketing support compared to similar colleges in order to develop more campaigns for each of the target populations highlighted by the SEAP report. Our limited marketing budget does not mirror other colleges that are similar in size or smaller. Student Services has the desire to do more follow-up on a leads system, but staffing is extremely limited, making it impossible for the programs to make individual calls to individual students. High School Outreach needs additional funding to support outreach efforts in recruiting potential students in our local area. They are funded through outside grants and do not have regular, long-term funding in order to better plan and prepare and innovate.

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

STRATEGY 1 - Identify applicants - 75% completion of Year 1 goals.

- Marketing started using Niche to outreach to prospects who are highly likely to enroll as they are researching local colleges and universities.
- Removing spam applications is occurring through IT. 40,000 applications are put in quarantine each year. It's a scam for financial aid fraud. Note marketing should add a request to remove students in quarantine from calling lists for efficiency.
- Admissions and Outreach is creating a position to reach out to students.
- High School Outreach (HSO) has an Argos report about students in quarantine. If several student names appear from one high school location, the HSO director directs them to the high school's counselor.
- Students who applied but didn't enroll. The In-reach coordinator finds students in the enrollment process and sends them an invitation to Mountie Fast Track. It's a program designed to assist students in completing the matriculation process. Marketing also calls and e-mails these students.
- Contact list for specific groups This is no longer being done. This was initially done post-pandemic. and is no longer a practice. There is a lack of funding and support. We need more positions to support this service long-term.

STRATEGY 2 - Partner with student success affinity programs - 60% of goals met.

- The Student Engagement team is working with Arise and El Centro to organize community events in targeted communities.
- Expanded outreach opportunities to First Peoples Center, though the center has just opened.
- Expanded outreach opportunities to Black/African students.

STRATEGY 3 - TRACK STUDENTS IN ENROLLMENT PROCESS and nudge - 80%

- In-reach services run a report and send an email to those students with the next steps.
- HSO follows all students through the enrollment process, about 1/3 of incoming students start at HSO
- Developed and implemented a follow-up on leads system to provide information, and high touch upon inquiry to encourage application follow through.
- Barriers include the length of time to get a portal login. It can take two weeks, while other schools provide an immediate opportunity to take the next step. As a result, students enroll at other schools with less complicated

policies.

- EAB texting will help in reaching out more easily.

STRATEGY 4 - DEVELOP AND IMPLEMENT A LEADS SYSTEM - 83% of goals met.

- Marketing has a system that is functioning with the limited resources available. The Marketing Department's advertising budget is limited considering the college's size, breadth of programs, and the large number of populations that require special targeting.
- The technical goals are met, but the system can be more mature and effective with more support.

The current GPS subgroup wants to see a new and reimagined enrollment process built FOR students with DEISAA (Diversity, Equity, Inclusion, Social Justice, Anti-Racism, & Accessibility) in mind. Remove intimidation and unnecessary complexities. This includes:

- Easing the application process for credit, noncredit, dual enrollment AND special admit
- Making it easier to get a Portal ID
- Making it easier for students to transfer their credit from other colleges (ex. not requiring a minimum of 12 units to even be considered, taking GE courses from students with a bachelor from schools from the CSU and UC systems, and more)
- Audit and edit forms to make them student and user-friendly (ex. why do homeless students need to provide an address when their request doesn't require mailing an item?)
- Simplify the process for variances.

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

Long-term funding for highly targeted and high-touch outreach in marketing, student engagement, admissions, and more. Students demand and need more hands-on support to overcome enrollment barriers. We encourage executive leadership to sponsor a transformative change to the application and enrollment process. We want the college to think like Apple and prioritize our students' (users') experience over what we perceive are our "needs. Additionally, we need to simplify the enrollment process for students and provide clear communication for students to quickly understand what to do next. Students who transfer in are also struggling to transfer their credits from other institutions.

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

The most vulnerable students are the ones who are most discouraged by a long, confusing, or difficult application process. If they run into unnecessary barriers, they are unlikely to pursue their academic goals. We need to provide a smoother, warmer, more welcoming experience for students who are onboarding. The GPS Study Session found numerous examples where highly educated and connected employees are struggling to get through the college's bureaucratic red tape when enrolling their own children at Mt. SAC. Imagine how a disadvantaged student could overcome the same barriers. In addition, transfer students are not able to transfer their credits to Mt. SAC, while they are able to transfer their credits at other colleges AND move on to succeed.

- We propose making it easier for students to apply by receiving their portal Id immediately. We can even simplify the application process, trimming unnecessary questions. With EAB, we soon hope the enrollment process is also simplified with one-click registration.
- Let's help students start strong by getting them to see a counselor to set them on the right pathway. STEP is a proven and successful program and still has no permanent funding.
- Marketing has started to target outreach to Latinx students and proposes funding to work with agencies that specialize in marketing to other specific audiences in the SEAP plan.

1.1.6 (More than 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? *

The college has campus committees and task groups focused on this work that is represented by management, faculty, and classified professionals across campus. The specific committees that focus on Guided Pathways are GPS Council, Mapping and Catalog Committee, Retention and Persistence Committee, and Textbook Committee. These groups are formalized and work toward GPS goals. Guided Pathways course sequence maps have been integrated into the Degreeworks system for students to create their educational plans.

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

Funding is the number one challenge to provide the resources we need to provide highly targeted and high-touch support. Temporary funding is difficult to manage due to its limited ability to plan for the long term. Long-term funding needs to be embedded in the district's budget.

Inertia is another barrier. People sometimes say “It’s not the Mt. SAC way” or “It’s not what we’ve always done” which basically shows a lack of willingness to change, adapt, and evolve for the better. We need to be willing to make transformative changes that remove barriers for students to pursue their education. Our focus should not be on auditors or legal technicalities. Our focus should be on students and creating an equal opportunity for every student to get into our college, not just those with contacts who can help students remove themselves from scam quarantine accounts.

Work to protect from the scam accounts has caught some innocent parties in the “quarantine group”, which creates a barrier for these students to successfully enroll. It’s difficult to realize you’ve been flagged as an issue account and be removed from this quarantine group. Between protecting innocent students and protecting the government from fraud, we believe we should work toward both, AND that we should prioritize protecting innocent students and removing educational barriers which impact the most vulnerable students.

Another structural barrier is unifying the college to work together to reach the same goals. Some groups are prioritizing other outside needs above the needs of the students. The college as a whole needs to determine what we are willing to do or NOT do to support our students to apply, enroll and transfer their credits.

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.

Yes

1.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

- Make pragmatic changes to address shifting demographics.
- Ongoing monitoring or programs services
- Effective self-assessment
- Collect data that inform thoughtful adaptations to ensure responsive programs.

1.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

The use of data to identify and implement improvements assists with the enrollment and retention process. Recruitment and enrollment strategies are monitored to make sure they reach diverse and vulnerable populations. Ongoing monitoring of program services, effective self-assessment, and campus-wide updates informs thoughtful adaptations to ensure responsive programs and services.

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

2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. *

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

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

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

50% to 75% complete

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

The local goal is to increase by 2.5% overall, with target population to include: Black, Latino, & White male. Persistence among those men is low, many may not have received disability services, may be first generation, foster youth, and may identify as non-LBGQT, not receiving Fin Aid, and non-veteran. LBGQT women disproportionately impacted.

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

There are many barriers students face to reaching this goal. Some of them include not applying for/or being aware of Financial Aid Services and worrying about the cost of college. Access or availability of scheduled classes for those working full-time and or evening hours and courses not available at the hours/time they need. Many other services are not available 'after hours' such as food, bookstore, etc. Transportation can also be a barrier, being unable to attend classes due to unreliable or consistent transportation, Bus schedules may not align with students schedules, and taking more time to arrive on campus or leave for home/work. Tutoring services are not available at the hour's students need. Access to Counseling for educational plans and check-in Asking for help continues to be a concern for males within these demographics.

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

Availability of faculty and staff at various hours to serve evening students and offer options in various modalities such as in-person and video. Increasing OER and free textbooks to make it easier for students to start classes while waiting for financial aid. Basic needs resources have increased, and other support such as the Behavioral Wellness team/Health Center.

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

In summary, as aforementioned, take action on implementing recommendations. Barriers for adjunct faculty and faculty receiving training additional funding needed. Training can take place as a flex day, online training, and stipends for LHE.

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

Ensure our services and programs are available for students throughout various times – increasing access to meet them where they are at. Leverage special programs to ensure disproportionately impacted student groups have access. Promote services to inform students of the benefits and supports available to them. In addition, help faculty to promote and encourage students to utilize these services. Create an environment where students feel welcome and accepted.

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

Creative processes to build bridges, increase enrollment, FTES, Course fill rate, and increase persistence. Increased funds. At the mid-point of semester obtain data from students so faculty can use this information to support students. Counselors do in-class presentations to inform students about student support services.

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

Equitable success – Put information in the hub and student portal. Implementing text and apps to directly message students. Use other technology such as screen-automatic.

Propose to Plan/register for the academic year rather than just the first semester. This can be implemented either through technology and/or counselors going to classrooms to complete Student Education Plan (SEP). If students do not take a winter course, they may 'disconnect' and not register for Spring give students the opportunity to register for Spring when they register for Winter, this would help them follow their SEP as well. Likewise, when they register for Summer, allow them to register for the Fall semester.

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

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

In Progress

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

Utilizing the disproportionately impacted student metrics on persistence, continued improvement in well-designed programs and services will assist in improving persistence and completion among disproportionality impacted populations. Ongoing check-ins with students and reaching students using technological innovations such as Navigate.

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? *

Paired with Guided Pathways and technology, students will navigate the college environment more easily. This type of intervention has helped students navigate the college experience. Data collection, evaluation, and correction of interventions will deliver the desired result. The continuous transformation from the cafeteria-style model to a guided pathways approach helped will reduce structural barriers.

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

3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. *

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

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

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

Less than 50% complete

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

Increase the success of Hispanic/Latin(x/a/o), Black/African American, Pacific Islander, American Indian/Alaskan Native, LGBTQ Plus, male and first-generation students in transfer-level math and English by 2% annually to address disproportionate impact metrics, based on the formula.

Increase awareness to DI student groups of the 13 academic support centers and assist these centers to provide support to this student population in achieving their transfer-level coursework: STEM Center (STEM Center Coaching, Counseling, & Resources), WIN Program (student-athlete tutorial center, TERC (Tech Ed Resource Center), NET tutor (free online tutoring), LLC (Language Learning Center), and the Mt. SAC Writing Center. Students can receive tutoring and support that is offered in different modalities by faculty coaches and highly qualified peer tutors; additionally, student campus-wide awareness should be increased regarding the opportunity to take noncredit support courses (AIME: Academic Intervention for Math and English) concurrently or during the intersession to prepare for their transfer level courses. There has been a steady improvement since the academic year 2016-2017 according to data and has now plateaued since 2020-2021. In 2016-2017 there was a notable positive 7% increase. 7% over 5 years is a step in the right direction. We are on par with the state which is at 13%, we are at 12%. Our improvement mirrors progress made at the state level.

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

Funding to mitigate the following: students, faculty, and staff are not fully aware of all of the options available for tutoring (every separate center is running their own surveys, promotions, staffing, etc. - collaboration and more integration is needed) nor is everyone aware of the varied workshops and services offered; additionally, the physical locations of all of these options for tutoring are not clear or made readily available. Some tutoring centers are not even visibly located on the campus map app. Also, as faculty, if "Net Tutor" is not activated in the class' Canvas course shell, then it will not be an accessible option for students. Informing and encouraging students to

enroll in a noncredit course as an alternative strategy for passing transfer-level math and English is still not being promoted as it should be.

Support services are valuable but how about the classes? Are the foundations in place? Are classes culturally relevant? Do students feel connected to their faculty, is the material culturally responsive? Is content delivered in a manner that students can relate to the material? Are faculty accessible and adapting to what students bring to the table to adapt their class, pedagogy, adjust schedules, calendars, flexibility? Are there assumptions made about student's college readiness? Is there a language barrier? Beyond tutoring what are identifiable variables?

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? *

There is still a stigma when it comes to students utilizing academic support; SIs/TCs/ETs need to be 100% embedded into all transfer level classes. Students need to see that academic support is an asset to them, rather than a deficit that is being pointed out. A prime time to reach students and encourage them to use academic support is in the first few weeks of classes, so that they will not perceive the action of seeking out support as a negative reflection on their intelligence, confidence, or ability. A specific campus tour of (focused) support programs might help students become familiar with their options and the locations of support programs; a digital scavenger hunt might encourage students to visit and utilize various support centers on campus. Also, professional development for tutors employed in the various academic support centers is a necessity as all tutors are not trained in the same way, by the same entity, with the same pedagogy. We need to offer an incentive for all academic support centers to collaborate in their messaging to students to create consistency. While there is a centralized campus website for all of the tutoring centers, there is no clear messaging to students as to how they need to register – the instructions are all different, depending on the support program's website. AAIME promotion/registration can be improved through in class presentations, (on the spot) in class enrollment, and/or informational field trips to noncredit.

In addition to support for students, support for faculty to focus on barriers rather than outcomes. Presenting support services in a positive light is a great point: tutoring as an asset and not a deficit, words matter.

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?e*

Academic support services at night and weekends are limited; access is not adequate enough to properly support night students. Due to current construction on campus and the physical location of some academic support services, student accessibility may be limited and thus, utilization of academic support may be negatively affected. There is not enough staff to place TCs/SIs/ETs in every math and English class; additionally, these tutors may not be representative of Mt. SAC's student population. Students need to be informed and educated on the value of noncredit classes as a strategy for success that will improve their performance in transfer classes.

Students should be surveyed to provide feedback regarding their specific needs so that those express needs can be directly addressed; this will eliminate assumptions about "what students need" in order to avoid actions/decisions that don't result in specific populations being assisted. Faculty knowledge of the various types of academic support services is lacking, as is faculty integration of academic support services in their respective classes. This, in turn, affects student buy-in and prevents students from seeking out support.

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?e*

Right now, there is no specific Guided Pathways-informed work that focuses on prioritizing transfer-level math and English.

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

- Funding.

- TPI not being utilized.
- Students who have declared education as a major and intend to be teachers might be recruited as tutors.
- Can students from equity programs be recruited?
- Drill down into various equity programs to meet students where they are, discover their needs, and alter any policies to help them make use of support programs.

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.

Yes

3.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

There are noticeable gaps in success rates by ethnicity and by gender. For those who failed their initial enrollment, Hispanic/Latin(x/a/o), First-Generation, and LGBTQ+ students were less likely to attempt a second time, whereas populations with higher success rates were more likely to make a second attempt and pass. This data would suggest that even with early intervention in the classroom, we are not successfully following up with populations who experience lower success rates. We need to develop systems that not only focus on success in the first attempt, but also a way to contact students who are not successful and connect them with the appropriate campus services.

3.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?*

- Continued professional development is critical in order to improve the instructional and support processes for disproportionately impacted students in order to pass transfer-level English and math, especially in their first year of enrollment.
- Ideal practices focus on developing and implementing specific interventions:
- Implement listening sessions and focus groups to better understand the impact on students as well as faculty.
- Learn about strategies that students and faculty have employed that are working.
- Learn more about specific interventions that have proven successful in increasing success rates.
- Develop and spotlight faculty best practices that are improving successful outcomes for identified student equity groups.
- Provide funding support for efforts to create more ideal practices.
- Further support advertisement of tutoring centers across campus (e.g., the Writing Center) to ensure students are aware of and are taking advantage of said resources.
- Work with the current Pride Center Coordinator to determine best practices for collecting more accurate data on LGBTQ+ populations that do not impact their privacy and safety but allow us to serve their specific needs in terms of successful math and English completion rates.
- Encourage math and science faculty/departments to collaborate when specific science courses have math curricula. Collaborate to improve student outcomes in both disciplines.

4. Transfer and the Student Journey *

4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. *

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

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

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

Less than 50% complete

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

Our college's current transfer rate is at 25% and we are planning to increase by 5% between 2022-2026, reaching 30% by the year end 2026. The transfer efforts will be for the entire college population, however certain initiatives will target the different populations mentioned in the Strategic Plan and the Student Equity Plan for 2022-2025. Thus, accomplishing alignment between the three plans.

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

- Size of the college, Mt. SAC is one of the largest single campuses in California. Therefore, having different support services in place is crucial because students are receiving information, and we must ensure that the information and resources are timely. Need for information between faculty, staff, and administrators regarding transfer. Having more workshops and seminars on "understanding transfer" would benefit the entire campus community. Currently, the transfer center is already leading some of those efforts. They have training for faculty, staff, and administrators, so they can help students understand the transfer process. We can work in partnership with the transfer center and affinity groups on campus to train them and help them lead transfer boot camps.
- Offering transfer services in silos hinders the college from operating efficiently. Thus, exhausting the existing resources. Therefore, we can work with the different entities to centralize some of the services and resources, so that everyone has access to them including students, staff, faculty, and administrators.
- Transfer information overload for students. Being more mindful of when and where this information is shared. For example, during STEP into college, which takes place every summer, students learn the basics of transfer and then in the following year through Promise+Plus, EOPS, and other affinity groups they learn more about the transfer process in partnership with the Transfer Center. Then students take COUN 7, Introduction to the Transfer Process where they get to apply for transfer. In the class and also by the transfer center, students update comprehensive, electronic educational plans on file and are contacted when they approach momentum points to assist in understanding the remaining requirements necessary to graduate and transfer. Auto-awarding of degrees has resulted in increased graduation and transfer rates. We need to do the same with certificates, so more students can obtain them.
- Students are uncertain about their major when they join the college. Leading them to change majors at least 4 to 5 times during their time at the college. Thus, we need to have more support to get them into the path earlier, so they can make their decision sooner. This decision will include them taking COUN 5, Career and Life Planning so that they can learn about their personality, interest, and more about their hard and soft skills. This

class offers a lot of resources that can benefit students, and help with their growth, and career decision-making.

- Creating the structure for transfer where students begin with STEP, Counseling 1 Introduction to College, then take Counseling 5, Career and Life Planning, and then take Counseling 7, Introduction to the Transfer Process. Those students who participate are part of a learning community where their main goal is to transfer to a 4-year university.
- A lack of knowledge about financial aid may hinder students' progress with transfer decisions. To minimize this, we will be working more closely with financial aid. Beginning this summer 2023, 1000 students will participate in the STEP Program and 230 in the Bridge Program, all new first-year students for which financial aid will be assisting with their financial aid paperwork in partnership with those two programs. This will help ensure that their summer and fall financial aid is ready. This is a great partnership that will help students understand and get their financial aid on time.

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? *

- To reduce the barriers mentioned above, the college is being intentional, through GPS leadership, and has established a strong partnership between the Instruction Division and Student Services Division. A partnership between Counseling, The Completion Center, The Transfer Center, Affinity Groups, Academic Centers, and GPS will bring new results because rather than each group working on their own, GPS will unite the groups and work in conjunction for a common goal, which is to help students transfer. Part of the goal is for all stakeholders to work closely and help students with the transfer process. The partnership has been extended to faculty that teach English and Math to ensure English complete those two courses within the first year. In fact, a group of 22 Mt. SAC faculty, staff, and administrators attended the First Year Experience (FYE) conference on February 2023 and the goal now is for us to create an FYE pathway because even though we already have programs and services in place, the idea is to re-structure that, so students can more easily navigate through college
- The college is implementing EAB Navigate, which will allow for communication to be smoother and target more student populations based on major, a to-do list, and early alert, so students can get on-time support. This will also include a "To-Do" List for financial aid so students will know right away what they need to do to get their financial aid. This will ensure students get their financial aid on time.
- Size of the college: teamwork is the key to making the college smaller---by having all the special programs on campus teamwork together to deliver transfer services during the National Transfer Week (3rd week of October), we can utilize the existing services better. Having a set week, with set events throughout that week will allow for a more consistent way of implementing a transfer-sending culture at Mt. SAC, that makes it easier to communicate with students and employees. We have programs like Bridge, Aspire, Arise, DREAM, First Peoples Native Center, EOPS, ACES, MMI, and Rising Scholars, as well as other programs to collaborate to provide more intentional, supportive, and empowering work together. EAB is a communication tool that can be used to send information about the collaboration between programs for transfer services during National Transfer Week.
- Transfer information overload for students: strategizing classroom presentations, we do more targeted marketing to ensure that students get the information for transfer at a point where the information makes sense, and they do not have information overload. This would include more training for faculty, staff, and administrators during professional development opportunities to learn about the resources they can share with students inside and outside the classroom. Many students are uncertain about their major when they join Mt. SAC. This leads to changing their major at least 4 to 5 times during their time at the college: encouraging students to schedule appointments with the counselors will guide them to identify their interests, capabilities, and better plan to achieve their transfer goals. The hiring of a Transfer Director will also help with the transfer numbers. We are currently in the hiring process for that position.
- Lack of knowledge about financial aid may hinder students' progress with transfer decisions: For the financial aid barriers, financial aid has hired a manager for outreach and a team of outreach staff that help students

with the financial aid process. They have a smart lab where they help students apply for financial aid. They also do late hours on Mondays, which targets evening students.

- Students need more guidance and support, and they need to have their awards interpreted. Use EAB Navigate for the financial aid to-do list and for check-ins.
- Transfer to a Four-Year Institution: In 2020-2021, a five-year high was reached in the total number of Latinx students who transferred (997). 2020-2021 also marked a five-year high for the percentage of Latinx students who transferred to a four-year institution (51.7%). Mt. SAC is ranked #2 in California for successful transfer enrollment to CSU for Hispanic/Latino and American Indian/Alaskan Native students.
- This year 2022, Mt. SAC ranked #1 in transferring students to the CSU system. The changes that have been implemented are already showing results.
- By being more specific and intentional in our 2022-26 plan, we will be able to address disproportionality more directly in success rates for specific student populations. For example, improvement in transfer success rates will be prioritized for Latinx and African American students, especially males.

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? *

- Creating a better system that encompasses that targets the populations mentioned in the student Equity Plan, where they all offer services and co-create equitable ways to distribute the information and resources to their students and provide access to other students. For example, doing marketing that applies to every student.
- Making sure that different areas work together and support each other, so they can have more workshop offerings at various times.
- Having the different programming mentioned above would allow for students to receive timely and relevant information about transfer and will ensure that they actually get the help they need.
- Creating a master calendar that all areas have access to would make a difference because people will know what events are taking place.
- Using the disproportionate impact formula, Increase the number of transfers for Hispanic/Latinx students by 5% from the prior year Increase number of transfers for First-Generation students by 5% from the prior year Increase the number of transfers for Perkins-Economically Disadvantaged students by 1% from the prior year Increase number of transfers for Foster Youth students by 3% from prior year Increase number of transfers for Black/African American students by 3% from prior year Increase number of transfers for American Indian/Alaskan Native students by 3% from prior year

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? †

- Currently, Mt. SAC offers over 80 Associate's degrees (AA/AS) and 26 Associate's degrees for Transfer (ADT), and over 100 certificates, making it over 200 options for students to choose from. Having created the GPS structure, students now only have 10 choices from where they can choose, a big difference from the long list we used to have.
- Students choose their program of study and utilize technology such as Degree Works, College websites, and services such as counseling/advising and the Transfer Center to assist them in reaching their academic and career goals. Guided Pathways, Equity, and SEAP funding has been leveraged to improve transfer success through the investment in events such as Championing Transfer Success for Mt. SAC Students (included book and professional speaker regarding equity in transfer), Counseling Day, and Transfer Con (promoting services to students, faculty, and staff) along with increased investment in online presence and resources. For example, an ADT-specific https://www.mtsac.edu/transfer/transfer_associate_degrees.html website that included student interviews with students and faculty on career and transfers education along with other resources was created. The ADT interview series also became a college podcast series with thousands of listeners <https://themagicmountiepodcast.libsyn.com/size/5/?search=voices> Within websites, stronger links across programs and websites for a more cohesive experience were created. College committees worked together to

improve business processes and policies such as a revision to academic renewal (improves student GPA without course repetition which directly helps students compete for transfer opportunities. Now students can petition up to 30 units for academic renewal and once they complete 18 units with a 3.0 GPA they petition for it, they don't have to wait two years like it used to be. This investment has dramatically increased our transfer rates. For example, for fall 2021, we ranked second in the state for Hispanic/Latinx students in applications, admissions, and enrollment to CSU. In 2022, Mt. SAC was ranked first in the state for transferring students to the CSU system. Our work and investment will need to continue although we have had staff and management turnover in the Transfer Center. Now that COVID has improved, transfer tours are back. In fact, we just took 45 students to visit UCB, UCD, UCSC, and San Francisco State. This trip made such an impact on students and they returned ready to thrive in their transfer process. We need to have more tours and target different schools. For example, we need to take students to HBCUs and private institutions as well. Our Guided Pathways work to clarify and get students on the path early needs to continue with a specific focus on students we have identified in the Equity Plan report who are facing the highest challenges in transfer. Students who do not have the educational capital to navigate complicated pathways are at a disadvantage.

- Currently, we have several campuswide committees dedicated to improving various areas of student success including transfer. For example, the Mapping & Catalog Committee is charged with utilizing the Guided Pathways framework related to clarifying and entering the path. This committee will be presented with our SEAP goals related to increasing rates of transfer and will be able to help the College realize these goals by leveraging funding and providing support. As a college, we will increase collaboration between the Transfer Center and the Student Equity Committee, as well as equity programs so that experts are working together to improve transfer outcomes for Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth, African American/Black, Pacific Islander, American Indian/Alaskan Native students.
- The Counseling Department currently has a liaison assignment in which different counselors work with different instruction programs to ensure correct information is brought back to the department so that other faculty, staff, administrators, and students receive timely and accurate information.
- GPS Committee has been working closely with the transfer center, counseling, completion, and other areas to ensure students receive information in a timely manner and ensure the information is correct. The onboarding process for counseling is being restructured to ensure that students get the transfer information early on. The sooner they declare their major the sooner they will be prepared to transfer.

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? *

- Yes, the challenge for a college the size of Mt. SAC is space, funding, and staffing. However, we work with what we currently have to produce high-transfer results. Currently, recruitment for a Transfer Director is in the works and that will help to create the much-needed structure in the transfer center. In the meantime, the Dean of Counseling is overseeing the day-to-day activities at the transfer center.
- Because of the strong partnerships we have built, we can work closely with the transfer center to keep improving our transfer numbers. We are now #1 in transferring students to the CSU system, we want to improve the UC, privates, and HBCUs as well.

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 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

- The college uses the continuous improvement process to achieve our transfer goal by transforming our institutional structures and processes, aligning efforts across the college, and redesigning holistic support for students who need it most. The Guided Pathways framework centers the student experience in decision-making and helps us meet the goals of the Vision for Success and Call to Action while helping our students achieve their transfer goals. We review and update as needed the Scale of Adoption Assessment detailing progress and goals to improve the student experience. Thus, ensuring our college equity efforts align with the Student Equity Plan, therefore, achieving our institution's guided pathways goals. College leadership through Academic Senate uses a shared governance process to ensure everyone is included in the decision and implementation process. In this structure, all efforts across campus prioritize utilizing the Guided Pathways framework to improve success for students and reduce equity gaps. GPS along with our shared governance structure helps us with communication and is designed to reduce duplication of efforts by other constituent groups. We are a large campus so clear lines of communication and cross-pollination across grants have helped us in this work. In order to gather information about our work, to provide the best insight in our progress, and to best identify the next steps and gaps, the Guided Pathways team rewrote the Scale of Adoption Assessment (SOAA) as a survey with definitions and sent it campuswide to both help the campus better understand efforts, to gather information collectively, and offer opportunities to contribute to the conversation on how various efforts, programs, and activities support equity through the Guided Pathways lens.
- The hiring of key people is also another important process that our college uses. For example, the director of the Transfer Center is being hired to ensure we have a strong structure in the transfer center and help increase our transfer efforts.
- Different work groups, committees, and student voices have been included in the decision-making process to ensure we have an inclusive approach.
- Policies have been updated to be more equity-minded. For example, the college changed the Academic Renewal Policy which allows students to alleviate up to 30 units of substandard work. This used to be 24 units before. Another change with Academic Renewal is that now students don't have to wait 2 years like they used to in order to request this process. As far as they have completed 18 units from the last grade they are trying to update, they can do that. Students were happy about this policy change because now they can transfer in two years. Soon we will have a grade replacement policy that is working its way through the approval process. This means students will be able to replace a substandard grade they received at Mt. SAC with a passing grade in an articulated course from another community college.
- Including the student's voice is important for us. Thus, we always make sure to include students in our process, so they can tell us what outcomes they would like to see.
- Professional Development is always taking place as well to ensure everyone involved in the transfer process stays up to date with information, changes, and updates.

4.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

- Our college has learned important and valuable lessons thus far and believes that full implementation of the GPS model is what is going to help with the transfer gaps between our most disproportionate impacted students like Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, and Foster Youth Additional populations: African American/Black, Pacific Islander, American Indian/Alaskan Native
- We have started a transfer-sending culture and want to expand it even more. Thus, in the next 4 years to are seeking to create change and transform our institution. We have a lot of support for GPS at Mt. SAC and now is the time to infuse DEI into the work we do in the classroom as well as in programming.

- Our goal is to improve our transfer rates in this GPS cycle, and we are planning to do that through a storytelling approach where everyone is going to share their journey and transfer story. This campaign will bring a lot of enthusiasm and we know it will have an impact on students because they will learn that whether you are a student, faculty, staff, or administrator that we all struggled with at one point. Thus, validating their experiences and allowing them to thrive.
- Cross-functional training will help us achieve our transfer goal because this will ensure everyone is on the same page. Professional development will continue to take place to stay up to date with CalGETC, and other reforms, policies, and laws to help our students through a timely transfer process.
- Restructure and reimplementation will help us reduce the achievement and transfer gap.
- We learned that by working with our stakeholders, constituent groups, and affinity groups, our governance process advances more than when we work in silos. Thus, we will continue to advance equity better to reduce the transfer gaps in our disproportionate populations.

5. Completion and Student Success *

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

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

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

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

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

Less than 50% complete

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

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

- Certificate Completion
- Degree Completion

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

Increase completion from 10% to 15% within three years.

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

For completion, the data show that there is a disproportionate impact on male students, particularly first-generation, Black/African American, and Latinx. Potential barriers may include: Basic needs challenges, perceived better opportunities in the workforce, lack of sense of belonging, cost related to learning materials, lack of information on how to complete, lack of familial support/support systems, lack of flexible scheduling and/or predictable schedules. Another barrier is the refusal of Admissions & Records to review transcripts until a student completes 12 units and has declared for a Mt. SAC associates or certificate. Also, examine the main degree audit tool (DegreeWorks) that students and counselors use to view their progress towards graduation or certificate completion. Currently, articulated courses from other colleges and/or AP IB scores do not display in the correct areas or at all. This is an issue when this tool is relied on for accuracy towards completion. If the student has declared "transfer only" then the student is referred to Counseling to have a counselor provide an unofficial review. If the student declares an AAT or AST degree, then they will provide the review upon degree petition which is the term prior transfer. or for a transfer degree, A & R also refuses to officially evaluate transcripts until a student believes they have completed. This creates situations where students re-take courses already completed at other colleges or believe they have completed them but did not, then they must stay another semester or two. Obtaining an official review of transcripts upon admission and on demand will alleviate both of these problems and foster completion.

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? *

Support efforts such as the Mountie Male Initiative have been created to support disparately impacted populations. Need for collection of data to understand why students are not completing, then the development of interventions based on data collected. Need to hire more evaluators, some resident in Counseling rather than A & R, to allow official transcript review upon admission and on demand. Need to examine degree audit tool and extend functionality to include articulated courses from other colleges and AP/IB scores to ensure accurate analysis of work already completed.

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? *

Incorporate relevant data from racial climate survey to be administered between the 2023-2024 academic year. By gathering this information and using it to help students connect to resources specific to their needs, we are better targeting services to students where/when they need them.

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? *

GPS Cross Council Committee, Executive level support, Grant funded reassignment of faculty coordinators, such as the GPS Mapper position to create and update suggested guided pathways for the programs on campus, Completion Center comprised of counselors and staff which provide a caseload approach to identify and assist students who are "closer than you think" to graduating and transferring.

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? *

There is a need for institutionalizing funding to continue to support Guided Pathways' goals after the grant funding runs out. A need to institutionalize a culture of completion and initiatives guiding completion must be adopted by the campus as well.

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

Not Entered

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

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

Yes

5.2.1 (Yes) 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
- Certificate Completion
- Degree Completion

5.2.2 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

- Establish a process for assessing current support services by seeking feedback.
- Leveraging counseling services to support student success, retention, and completion.
- Utilize technology to better connect students to existing student support services
- Utilize various marketing/ publicity/outreach methods to promote student support services.
- Increase coordination between student services and instruction.

5.2.3 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

The college could be more intentional about collecting qualitative data related to effective campus practices to improve student completion. Currently, the college lacks the ability to easily collect data when students drop courses. Data collection that utilized a drip down or fill-in question ('What is your reason or dropping?') can quickly be answered by students at the time they withdraw would be helpful in collecting this qualitative data. This information would give a greater insight as to why students do not complete and would allow the college to be more intentional in terms of how to close equity gaps.

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

Not Entered

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

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

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

Integration In Progress

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

The recommendations provided by the CUE report titled "California Community College Student Equity Plan Review: A Focus on Racial Equity" were followed in the development of the 2022-25 plan to ensure compliance. Additionally, we reviewed the strengths and weaknesses of our 2019-22 report related to the specificity of race-based goals and clearly defined and refined specific strategies, interventions, and activities based on addressing the disproportionality of identified student groups. By being more specific and intentional in our 2022-25 plan, we will be able to more directly address disproportionality in success rates for specific student populations – both those dictated through NOVA data as well as those determined by campus measurements. For example, improvement in completion/success/transfer rates will be prioritized for Latinx and African American students, especially males.

The following guidelines have been integrated into our plan:

- Make sure our equity plan activities are dedicated to the delivery of culturally relevant pedagogy.
- Make sure our activity descriptions are race specific.
- Make sure our activities are focused on specific disproportionately impacted populations instead of all students.
- Make sure we discuss and highlight the transfer function in our equity plan.
- Make sure that our activities involve instructional faculty.

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

College leadership through the Academic Senate worked to recreate the shared governance and committee structure to align various college and statewide goals. In that new structure, all efforts across campus prioritized utilizing the Guided Pathways framework to improve success for students and reduce equity gaps. We also prioritized sustainability both in reference to the environment but also in providing resources for students that we as a college can sustain. Embedding these efforts required that all projects and activities within the purview of that committee articulate how they address Guided Pathways and/or equity efforts. Our Academic Senate and Instruction Office appointed Guided Pathways faculty leadership (two faculty coordinators, one in counseling and the other from instruction along with a mapping coordinator) to ensure that we are making progress in our efforts. These appointments along with our shared governance structure help us with communication and are designed to reduce duplication of efforts by other constituent groups. We are a large campus so clear lines of communication and cross-pollination across grants have helped us in this work. In order to gather information about our work, to provide the best insight into our progress, and to best identify the next steps and gaps, the Guided Pathways team rewrote the Scale of Adoption Assessment

(SOAA) as a survey with definitions and sent it campuswide to both help the campus better understand efforts, gather information collectively, and offer opportunities to contribute to the conversation on how various efforts, programs, and activities support equity through the Guided Pathways lens. Once the report is complete, it was shared campus-wide as an education and planning tools.

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

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

This table is limited to 100 Characters per Outcome Response.

Outcome Response	
Immediate Outcome:	To increase transfer rates for students experiencing the most significant disproportionate impact
Intermediate Outcome:	Emphasize major and career awareness and target students who are undecided
Long-Term Outcome:	Eliminate the knowledge gap around ADTs and other transfer pathways

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

Collect and evaluate data on a yearly basis, per the outcomes noted in the college’s SEP work plan.

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](#).

Integration in Progress

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

The college has been intentional in the integration between ADT and Guided Pathways to achieve KPI Metrics, so Mt. SAC now offers 26 associate degrees for Transfer (ADT), making it the top college to offer these degrees. The work, however, continues because faculty in different disciplines are collaborating to open more ADTs. This process can be lengthy, so we will continue to work with faculty to create more ADT curricula.

Currently, Mt. SAC offers over 80 associate degrees and over 200 options including certificates. Thus, to create a smoother transfer path, Mt. SAC faculty have developed 26 ADTs. Students choose their program of study and utilize technology such as Degree Works, College websites, and services such as counseling/advising and the Transfer Center to assist them in reaching their academic and career goals. Guided Pathways and SEAP funding

has been leveraged to improve transfer success through the investment in events such as Championing Transfer Success for Mt. SAC Students (including book and professional speaker regarding equity in transfer) and Counseling Day, and Transfer Con (promoting services to students, faculty, and staff) along with increased investment in online presence and resources. For example, an ADT-specific website that included student interviews with students and faculty on career and transfer education along with other resources was created. The ADT interview series also became a college podcast series with thousands of listeners. Within websites, stronger links across programs and websites for a more cohesive experience were created. College committees worked together to improve business processes and policies such as a revision to academic renewal (improves student GPA without course repetition which directly helps students compete for transfer opportunities) and auto-award of degrees and certificates. This investment has dramatically increased our transfer rates. For example, for fall 2021, we ranked 2nd in the state for Hispanic/Latinx students in applications, admissions, and enrollment to CSU, and for fall 2022, we ranked 1st. Our work and investment need to continue. We have had a high turnover in staff and management in the Transfer Center, and recruitment for a new Transfer Director is currently in motion. But even with all the challenges, Mt. SAC now ranks #1 in transferring students to the CSU system. Despite working on our web presence, we have a disconnect between our college catalog, programs, and resources that would support transfer. It can be difficult for students to understand pathways to transfer in programs that do not lead to an ADT. Our Guided Pathways work to clarify and get students on the path early needs to continue with a specific focus on students we have identified in this report who are facing the highest challenges in transfer. Students who do not have the educational capital to navigate complicated pathways are at a disadvantage. Students love the ADTs because they are easy to follow, and students can take less time on their academic goals. When students find out that an ADT guarantees them entrance at a CSU, they cannot believe it at first, but then they transfer and come back to say, "Thank you for the help and guidance because now I don't need to spend 3 years at the university", since the program guarantees they would be done in 2 years.

To increase transfer rates for Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth, African American/Black, Pacific Islander, American Indian/Alaskan Native Hispanic/Latinx, First-Generation, Perkins Economically Disadvantaged, and Foster Youth students, the College will make improvements in several areas. Strategies include emphasizing major and career awareness and targeting students who are undecided and sharing data related to underrepresented students, majors, employment, and earnings, and providing more resources for students to help them move from undecided to decided. Building stronger transfer pathways and increasing the number of ADTs for programs that require advanced degrees for career and/or graduate school (Biology, Chemistry, Computer Science, Engineering, Foreign Languages). Increasing ADTs continue to be a key strategy in increasing transfer, retention, and 2-and-4-year graduation rates and closing equity gaps in California State Universities. Other strategies include eliminating the knowledge gap around ADTs and other transfer pathways, increasing enrollment in transfer preparation classes, and increasing Transfer Center workshops for first-year college students

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

The college has taken great steps in ensuring more faculty endorse ADT's.

The College through the Counseling Department has created a stronger force for career development by making one of the counselors a career coordinator who will work very closely with the career center to develop trainings for students, staff, and faculty as well as administrators, so that together we can continue to make a difference in our students' ADT and transfer completion.

The strong partnership between the Career Center, Counseling, Transfer Center, and Completion Center will allow for more students to finish their degree in a timely manner. Having these diverse groups mentioned above will

help increase awareness and degree attainment. Additionally, working with affinity groups will result in increasing the number of underrepresented students transferring to the university.

Timely training on the new legislation like CalGETC will help because the more aware everyone is on obtaining ADT's the more students would want to follow this great model.

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

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

This table is limited to 100 Characters per Outcome Response

Outcome Response	
Immediate Outcome:	Emphasize major and career awareness and targeting students who are undecided.
Intermediate Outcome:	Eliminating the knowledge gap around ADTs and other transfer pathways,
Long-Term Outcome:	Increasing transfer activities on campus and 4-year University Tours

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

Collect and evaluate data on a yearly basis, per the outcomes noted in the college's SEP work plan.

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

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

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

Starting Integration

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

- Lack of time for faculty to perform due diligence on available materials related to lingering misconceptions over the quality of zero-cost materials.
- Departmental buy-in for wide adoption of ZTC materials"

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

Currently, the campus has taken the initial steps to coordinate pathways to campuswide adoption of ZTC. The campus has taken a multi-pronged approach to establishing and sustaining zero textbook-cost (ZTC) degree and certificate programs. The primary departments/groups working on campuswide ZTC efforts are the Library, Faculty Center for Learning Technology (FCLT), and the Textbook and Instructional Materials Committee (TIMC).

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

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

This table is limited to 100 Characters per Outcome Response

Outcome Response	
Immediate Outcome:	The campus community can define ZTC
Intermediate Outcome:	Faculty can implement ZTC in their courses
Long-Term Outcome	The campus has developed an infrastructure that leverages GPS to sustain ZTC pathways

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

The following are potential ways to measure the listed outcomes

- **Immediate**
- Visits to ZTC-related campus resources (e.g., OER LibGuide)
- Attendance at ZTC-related professional development
- Number of ZTC consults
- Mentions of ZTC by campus administration
- **Intermediate**
- Number of ZTC courses
- Percentage of ZTC classes vs non-ZTC classes
- Number of departments that are developing ZTC pathways
- **Long-term**
- Number of ZTC pathways
- Number of ZTC general education pathways that align with GPS
- Number of job descriptions with ZTC specifically mentioned

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](#).

Starting Integration

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

- Lack of resources for outreach staff.
- Lack of an individualized accessible onboarding process
- Lack of Knowledge of available student support services available.
- Lack of a data-sharing process between adult schools and the college

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

- Hire a dedicated counselor to assist adult school students with the transition process.
- Adult Education Special Admit (AESA) program.
- Implement a Data Accountability Group with representatives from each adult school and the college to review processes and best practices.
- CAEP Annual Plan to address regional needs and implement strategies.

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	Recruit and hire a dedicated CAEP counselor
Intermediate Outcome	Recruit and hire a second dedicated CAEP counselor.
Long-Term Outcome	Onsite transition counselor to assist with the onboarding process and reporting.

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

- CAEP Annual Plan
- PIE process

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.ⁿ*

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](#).

Fully Integrated

10.1.1 (Fully Integrated) Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration *

- Strong Workforce (SWP) funding is intended to develop new CTE programs and enhance existing CTE programs in high-wage, high-demand occupations. Proposed new programs must meet the high wage, and high demand thresholds and must align with and set performance goals for the SWP and Vision for Success metrics, which include enrollment, persistence, and completion. CTE has utilized the concept of “pathways” for years, and the programs are created to lead to well-paying jobs in our communities.
- Mt. SAC has utilized SWP funding to integrate the Guided Pathway structure and pathways created into the websites for all CTE programs, along with the website supporting Career Education. All CTE programs must have guided pathways documentation to add to their web presence.
- SWP funding is used to purchase and support Career Coach, an integrated system that provides real-time labor market data in support of the CTE programs and career exploration tools such as interest assessments that align with certificates and degrees offered at Mt. SAC. These tools assist students in choosing a major. SWP funding has been used to upgrade CTE program equipment and software to ensure students are learning industry-standard skills, thereby contributing to student enrollment, persistence, and completion.
- SWP funding is used to perform DEISA-informed outreach and marketing for the CTE programs; \$250,000 per year is dedicated to CTE marketing purposes. SWP funding has been deployed to perform a Skillsbuilder analysis to examine where and why students are exiting CTE programs before completion of a certificate or degree, with the goal of understanding the issues and barriers around program completion.

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

Guided Pathways is a natural fit with CTE since the pathways concept and structure has been utilized for many years to create and maintain programs. CTE programs can be used as models for other areas of the college to implement the Guided Pathways structure and create supports to further the goals.

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

To optimize and sustain integration with Guided Pathways, the SWP team will participate in Guided Pathways committees and activities, and SWP funding, where appropriate, can be directed towards CTE program-based guided pathways effort



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