Guided Pathways 2022-26 Work Plan Template

This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.

General Guidance Text:

Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan.

Contacts:

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

Guided Pathways 2022-26 Work Plan:

Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:
https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View

Details (Landing Page):

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional.**

As we envision the college's GP implementation, each Interest Area Success Team (faculty, retention specialists, counselors and others) is working to ensure all students, with a strong emphasis on our DI student groups, get consistent support and messaging at each step of their educational journey. Through a well-planned and implemented FYE program, all first-year home campus students will develop a sense of community, and have opportunities to refine their program of study and educational goals. Success Teams help facilitate access and success from orientation for new students, through career exploration, and ultimately attaining their educational goal – degree, transfer, career.
The college has most of the elements in place to achieve our vision - Orientation, Peer Mentoring, Colts-Con, Welcome Week Activities, Proactive Registration in both primary terms, opportunities for IA-specific career exploration and more; however, more work is needed to closely coordinate these into seamless First Year and Second Year Experiences which lead to greater rates of degree completion, transfer, and career placement.

Work Plan Content:

Question Group: Successful Enrollment

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

Helper Text:
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

Sub Questions:

What Is your college's local goal?

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

Our local goal is 41% based upon Institution Set Standards

What are the major barriers for your college to reach this goal?

Helper Text: '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.

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Based upon the Launchboard data, the college is enrolling approximately 33% of applicants. Some barriers to reaching our local goal are:
Local feeder districts have a strong 4-year college going rate.
DI student populations are concentrated in areas with limited transportation options for getting to campus. The high cost of living in the area frequently necessitates students choosing work over attending College.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

The College has a strong Promise Scholars program and has gone further with SB 893 which made attending the College tuition free for local residents. Both actions are significant in advancing us towards reaching our local goal by lowering financial barriers. The College saw a 7.5% jump in headcount this spring overall, and a 28% increase in first-time students enrolling.College high school transition and dual enrollment teams have worked to expand student support in dual and concurrent enrollment, outreach, and recruitment. The growth in these areas allows the College to work more comprehensively with local high schools to offer more early college opportunities for disproportionately impacted communities.

What actions will your college continue to prioritize going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

The College will prioritize: (1) expanding on current activities to build high school pathways, via our MOU with Sequoia Union High School District which is focused on increasing the number of local high school students participating in early college access (dual enrollment, Middle College, etc), especially for our DI student populations, and making clear transfer pathways to local, public 4-year institutions.
(2)fully implementing SB 893 to identify and eliminate financial barriers related to cost of enrollment related to tuition and fees.
(3) institutionalizing our new Umoja program and affinity groups for Black/African American faculty, staff, and administration. And (4) Continuing to “Make Registration Easier” via a focused effort that improves messaging via our CRM (in multiple languages) and additional support to help students complete FAFSA and CADAA applications as well as other parts of the matriculation process.

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

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Helper Text: 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?

The College recognizes that our Black or African American and Male students particularly are disproportionately negatively impacted in the enrollment and matriculation processes. When addressing friction points, the College has a special focus on looking at opportunities to streamline outreach, application, matriculation and registration processes for our BIPOC and Disproportionately Impacted groups identified in our Student Equity Plan, particularly our Black, African American, and Male students Our Umoja program is working closely with our Promise program and Outreach Ambassadors to visit local high schools in East Palo Alto, Menlo Park, and North Fair Oaks to ensure students have access to support in the matriculation and financial aid processes early. In 2023, the College began offering financial literacy workshops to families in these communities as well.

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?

Helper Text: N/A

The College recently adopted a new Educational Master Plan (EMP)that has re-focused our campus community on the goal of equitable access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. Our Planning & Budgeting Council (PBC) is monitoring the implementation of the strategic initiatives detailed in the EMP to ensure priority actions are taken and evaluated, such as the Guided Pathways informed practices of clarifying pathways, removing barriers to matriculation via the CRM and providing additional support through the financial aid processes as well as ensuring all students' basic needs are met Both the EMP and a newly adopted Strategic Enrollment Management Plan include implementation frameworks "Cañada Collaborates" that detail the managers, faculty or staff leads who are responsible for each strategic action and which governance body(s) are responsible for making sure they happen.

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

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

Since our efforts are embedded in our Educational Master Plan and Strategic Enrollment Management Plan, we don't anticipate any barriers to maintaining the structure necessary to sustain efforts.

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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?

Helper Text: 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.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

The College's new EMP includes the objective: "Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps." Achieving this will leverage the College's existing continuous improvement structures that include an annual summer Leadership Retreat involving all constituency groups during which priorities for the coming academic year are identified, and an annual report to the Planning & Budgeting Council in May on the progress made on those priorities in the past academic year. In the intervening months, the college conducts a regular program review cycle during which all instructional and student services assess their outcomes - with particular focus on equity and antiracism considerations in those outcomes. The College Office of Planning, Research, and Institutional Effectiveness provides data, research and evaluation to help assess the impact of implemented improvements based on the college's goals which are clear, measurable, and actionable.

To work together effectively to achieve our goals, the College is organized into Councils, Senates, Committees, Work Groups and Operational Groups which are part of our participatory governance decision-making process. The Colts Advisory Committee (formerly GP Steering Committee) meets quarterly to review data and monitor the effectiveness of various GP initiatives. Interest Area Success teams meet regularly to monitor student enrollment and persistence and to identify and resolve barriers to student progress. This information is then shared with the Colts Advisory Committee which feeds back into the planning process.

As of December 7, 2022, the College added a new Planning Council: the Equity and Antiracism Planning Council, which will be in a pilot phase in Spring 2023.

The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.

EAPC reports to the College President annually on the progress of the College Equity and Antiracism 3-year Plan (inclusive of the Student Equity and Achievement Program Plan). The Council provides information on this evaluation to the Planning and Budget Council regularly, at least once per academic year.

The EAPC uses a framework that centers equity, antiracism, and the pursuit of liberation to:

- Critically examine larger systems of oppression
- Audit and interrogate our campus' racist culture and inequities, and
- Engage Cañada personnel and students in antiracist systems changing

In an effort to achieve the Council mission/purpose, the EAPC will:

- Goal # 1: Collaborate with other bodies to review and revise college policies and practices.
- Goal # 2: Facilitate training for students, faculty, staff, and administration.
- Goal # 3: Develop and implement collegewide programming related to equity and antiracism.

The EAPC responsibilities include: strategic planning, priority-setting, participatory governance, program development and support, addressing systemic barriers, policy review, innovation and inquiry, campus climate, professional development.

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?

Helper Text: N/A

The College still has more to do to make registration easier and streamline outreach, application, articulation, and registration processes to ensure more applicants, particularly low-income, first generation, and

Black, Indigenous, and People of Color (BIPOC) and male applicants, enroll in at least one course the same year they apply.
The College has learned a great deal, regarding tools and how to leverage them to greater success. For example, our CRM can be a powerful tool for some activities, like Early Alerts; however, monitoring student needs and being able to connect with them in a timely way that yields positive results, remains a challenge. Communication with students, in general, is a balancing act. Getting the right message into the correct communication channel (individual email, email blasts, LMS, social media) so that students "hear" it is something we hope to improve upon. Another lesson learned where the College hopes to improve our enrollment process is we discovered that the Outreach team was not using the CRM as intended in terms of early outreach. That's being addressed now. As part of the continuous process the College would benefit from additional, regular qualitative and quantitative assessments to document experiences for our DI student populations to better understand the user experience testing with the registration process, and to ensure we are addressing the friction points in applying and then enrolling at the College.

Question Group: Persistence: First Primary Term to Secondary Term

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.

Helper Text:
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.

Selections:
More than 75% complete

Sub Questions:

What Is your college's local goal?

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

Our local goal is 66% based upon the College's Institution Set Standards. This goal includes all students enrolled from all three San Mateo County Community College District Colleges.

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What are the major barriers for your college to reach this goal?

Helper Text: '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.

A major barrier to supporting more of our students persist from term to term- particularly first generation and Filipino students - is how well the College helps students feel a sense of belonging, connection, and a clear educational goal. This has been a priority throughout our Guided Pathways informed efforts. But the cost of living in the College's service area is very high and school competes for students' time and attention. More than two-thirds of Cañada students work part- or full-time. . The need to develop and sustain professional development opportunities for staff and faculty that further the College's equity and antiracism efforts and build capacity for supporting, serving and teaching our diverse student population is another barrier. A lack of representation or focused support and services for our disproportionately impacted student populations may manifest as low levels of engagement, uncertainty of educational goals and/or commitment to reaching them.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

To build a stronger sense of belonging, the College launched Interest Area Success Teams (in addition to special programs such as Promise, EOPS, and TRiO). These Teams include Retention Specialists who reach out individually to continuing students to make sure they register again the following term and to work with counselors and faculty to refine their educational goals and plans. Success Teams also monitor and respond to Early Alerts which, if addressed quickly, can ensure a student completes a class and continues their educational journey.

In addition, the Learning Center is working more proactively with faculty to provide additional learning assistance, especially with Math and English courses, to help students to pass these gateway courses.

The Promise Scholars Program and SB 893 provide free or reduced tuition to local residents to help to relieve financial burdens of attendance and make it easier for students to afford continuing their education.

What actions will your college continue to prioritize going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

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The College will continue to prioritize Success Teams and Special Programs as a way to connect with students - especially home campus students who are seeking a degree, certificate or transfer from Cañada.
Retention Specialists will continue to expand outreach to students early in the (re)enrollment process to provide support and direct connection to resources.
The College's Making Registration Easier group will continue its efforts to identify barriers and how to lower or remove them beginning with adding registration reminders from the CRM in multiple languages, starting with Spanish.
The College is scaling up the Promise program and expanding it to part time students and through SB 893 has lowered the cost of attendance for many of our students.
In order to address challenges around representation and the social, cultural and economic factors that impact our DI student populations the College is building out the FYE program to hopefully keep more students engaged with the college over their first two terms. Additionally, the College is developing a Cultural Center to support coordinating and implementing programs and professional development opportunities to build the equity and antiracism capacity of faculty and staff, and deeper support for students.

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

Helper Text: 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?

Filipino students are disproportionately less likely to persist than other student groups at Cañada. As a relatively small population on campus, Filipino students may not see themselves represented in clubs or in the curriculum. The College recently launched more culturally responsive support and services for Filipino students through the ARC (Access, Relevance andCommunity) Project, funded by the Title V Asian American Native American Pacific Islander Serving Institute(AANAPISI) grant. Beyond the ARC, the College will include stronger integration of peer mentoring and ambassador programs for Filipino student support and sense of belonging, optimize schedule of classes to respond to community feedback, provide robust support outside of the traditional work week to meet the academic and financial needs of multi-generational Filipino home structures, and streamline proactive registration to address Filipino student persistence between terms.

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

Helper Text: N/A

The Colts Advisory Committee (formerly, the Guided Pathways Steering Committee) will continue to monitor disaggregated persistence data every term and to evaluate the effectiveness of Interest Area Success Teams and special programs in supporting student persistence, especially among our Filipino students. The Equity and Antiracism Planning Council is also monitoring the implementation of the College's Student Equity and Achievement Plan and will consider both quantitative and qualitative information about how our retention efforts are going, including the new ARC (Access, Relevance and Community) Project.

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

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

The Colts Advisory Committee continues to revisit its purpose and effectiveness in monitoring our Success Teams and other Guided Pathways-informed practices.. Since our College governance Councils also have responsibilities in considering student data and keeping the College's commitment to implementing our Educational Master Plan and Student Equity and Achievement Plan, we don't anticipate any barriers to maintaining the structures necessary to sustain our efforts.

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: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: 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.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

The College's new EMP includes the objective: "Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps." Achieving this will leverage the College's existing continuous improvement structures that

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include an annual summer Leadership Retreat involving all constituency groups during which priorities for the coming academic year are identified, and an annual report to the Planning & Budgeting Council in May on the progress made on those priorities in the past academic year. In the intervening months, the college conducts a regular program review cycle during which all instructional and student services assess their outcomes - with particular focus on equity and antiracism considerations in those outcomes. The College Office of Planning, Research, and Institutional Effectiveness provides data, research and evaluation to help assess the impact of implemented improvements based on the college's goals which are clear, measurable, and actionable.

To work together effectively to achieve our goals, the College is organized into Councils, Senates, Committees, Work Groups and Operational Groups which are part of our participatory governance decision-making process. The Colts Advisory Committee (formerly GP Steering Committee) meets quarterly to review data and monitor the effectiveness of various GP initiatives. Interest Area Success teams meet regularly to monitor student enrollment and persistence and to identify and resolve barriers to student progress. This information is then shared with the Colts Advisory Committee which feeds back into the planning process.
As of December 7, 2022, the College added a new Planning Council: the Equity and Antiracism Planning Council, which will be in a pilot phase in Spring 2023.

The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.

EAPC reports to the College President annually on the progress of the College Equity and Antiracism 3-year Plan (inclusive of the Student Equity and Achievement Program Plan). The Council provides information on this evaluation to the Planning and Budget Council regularly, at least once per academic year.

The EAPC uses a framework that centers equity, antiracism, and the pursuit of liberation to:

- Critically examine larger systems of oppression
- Audit and interrogate our campus' racist culture and inequities, and
- Engage Cañada personnel and students in antiracist systems changing

In an effort to achieve the Council mission/purpose, the EAPC will:

- Goal # 1: Collaborate with other bodies to review and revise college policies and practices.
- Goal # 2: Facilitate training for students, faculty, staff, and administration.
- Goal # 3: Develop and implement collegewide programming related to equity and antiracism.

The EAPC responsibilities include: strategic planning, priority-setting, participatory governance, program development and support, addressing systemic barriers, policy review, innovation and inquiry, campus climate, professional development.

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?

Helper Text: N/A

The College has learned that there is a need to better integrate and then scale the First Year Experience program for all incoming students, including possible default course schedules for some first-time cohorts. There is also a need to improve the financial stability of students, which the College is addressing through expansion of financial support to pay for tuition costs (Promise, SB 893) and continue to make instructional materials less expensive through low-cost and ZTC programs. In order to improve students' sense of belonging, the College hopes to expand support for innovative teaching that creates more equitable and antiracist learning environments. The College also believes that creating more career exploration experiences (such as work-based learning, internships, and job shadow opportunities) for students during their time at Cañada, particularly during their First Year, will help to improve rates of persistence.

Question Group: Completed Transfer-Level Math & English

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.

Helper Text:

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.

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

Selections:

More than 75% complete

Sub Questions:

What Is your college's local goal?

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

Our local goal is 25% based upon Cañada's Institution Set Standards

What are the major barriers for your college to reach this goal?

Helper Text: '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.

Of the many factors that contribute to students, especially our DI student populations, not completing transfer-level English and math the most pressing are: the high unit load of the co-requisite support courses which may deter enrollment; the high percentage of students who are part-time and may be putting off gateway courses which they find intimidating; a need for more inclusive curriculum and culturally responsive teaching practices.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

The College has made strides in increasing the percentage of students completing transfer level Math and English in their first year. All first-time students are placed directly into transfer-level courses. Program maps, which have placed Math and English within the first-year programs of study, are accessible and introduced to students early in their academic journey. Established co-requisite support courses for Math courses (MATH 200/800) and enhanced versions of English courses (ENGL 105) provide additional instruction time for delivering necessary content when it is needed. Additional resources for the Learning Center have provided more peer tutors, and Instructional Aides to support student learning assistance.

What actions will your college continue to prioritize going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

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As the College strives to meet and exceed goals for successful Math and English completion, priority will be given to evolving and expanding the types of learning assistance offered through the Learning Center and increasing the embedded and other just-in-time instructional supports for all math and English sections, not just corequisite support courses; scheduling and modalities of delivery of courses to maximize course taking opportunities including evening and other schedules that support part-time, working students; and increased resources for faculty professional enhancements to support new teaching modalities, as well as culturally sustaining curriculum and learning experiences.

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

Helper Text: 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 Latinx students are disproportionately under-represented in the group of students completing transfer-level English and math in their first year. Many factors are likely at play, including the disproportionately high percentage of our Latinx students who are working, many full-time, in order to meet basic needs in a high-cost of living environment. In order to offer the most opportunities for students to be successful in completing Math and English in their first year, the College is addressing issues related to scheduling and access to courses in multiple modalities, including online, hybrid, evenings and other schedules that support part-time, working students; providing professional enhancement resources to faculty teaching co-requisite courses to improve the effectiveness of these courses, especially for our DI student populations; establish guidance for first-time students placed into corequisite math and English to take one course at a time but to start with either one in their first term.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed 'Transfer-level Math & English Completion' work remains an institutional priority moving forward?

Helper Text: N/A

The implementation of AB 705 and now AB 1705 at Cañada has required a close collaboration between English and math faculty and deans, Counseling, the Office of Planning, Research & Institutional Effectiveness, the Learning Center and the ITS Office at the District. Moving forward, the Colts Advisory Committee and the new Equity and Antiracism Planning Council will be monitoring disaggregated student outcomes as well as the impact of our various methods for supporting students to complete these important milestone courses in a timely manner.

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

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

Since our efforts are embedded in our Educational Master Plan, Student Equity and Achievement Plan, Colts Advisory Committee, and Strategic Enrollment Management Plan, we don't anticipate any barriers to maintaining the structure necessary to sustain efforts as our College Councils will be monitoring the implementation of these Plans and the effectiveness of our efforts.

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

Helper Text: 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

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

The College's new EMP includes the objective: "Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps." Achieving this will leverage the College's existing continuous improvement structures that include an annual summer Leadership Retreat involving all constituency groups during which priorities for the coming academic year are identified, and an annual report to the Planning & Budgeting Council in May on the progress made on those priorities in the past academic year. In the intervening months, the college conducts a regular program review cycle during which all instructional and student services assess their outcomes - with particular focus on equity and antiracism considerations in those outcomes. The College Office of Planning, Research, and Institutional Effectiveness provides data, research and evaluation to help assess the impact of implemented improvements based on the college's goals which are clear, measurable, and actionable.

To work together effectively to achieve our goals, the College is organized into Councils, Senates, Committees, Work Groups and Operational Groups

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which are part of our participatory governance decision-making process. Regularly evaluate all aspects of the college redesign process and essential practices of Guided Pathways in College programs and structures to ensure they are effective in closing equity gaps in access, student success and completion.
As of December 7, 2022, the College added a new Planning Council: the Equity and Antiracism Planning Council, which will be in a pilot phase in Spring 2023.

The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.

EAPC reports to the College President annually on the progress of the College Equity and Antiracism 3-year Plan (inclusive of the Student Equity and Achievement Program Plan). The Council provides information on this evaluation to the Planning and Budget Council regularly, at least once per academic year.

The EAPC uses a framework that centers equity, antiracism, and the pursuit of liberation to:

- Critically examine larger systems of oppression
- Audit and interrogate our campus' racist culture and inequities, and
- Engage Cañada personnel and students in antiracist systems changing

In an effort to achieve the Council mission/purpose, the EAPC will:

- Goal # 1: Collaborate with other bodies to review and revise college policies and practices.
- Goal # 2: Facilitate training for students, faculty, staff, and administration.
- Goal # 3: Develop and implement collegewide programming related to equity and antiracism.

The EAPC responsibilities include: strategic planning, priority-setting, participatory governance, program development and support, addressing systemic barriers, policy review, innovation and inquiry, campus climate, professional development.

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?

Helper Text: N/A

The College recognizes a need to continuously evaluate and address factors that may deter students from enrolling in Math and English in the first year including scheduling (day, modality, etc.), the high unit load of corequisite support courses, and anxiety over these subjects which some may find intimidating. Additionally, there is a need to assess (QUAL and QUAN) learning assistance practices and interventions to align the ways students access support for the different instructional modalities for Math and English. The College will continue to align its SEAP strategies with its Guided Pathways structures that include Success Teams of retention specialists and counselors who support students, particularly our DI groups and others who may be struggling academically, to connect them with resources.

Question Group: Transfer

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.

Helper Text:

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.

Selections:

50% to 75% complete

Sub Questions:

What Is your college's local goal?

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

As defined by the Student Success Metrics Dashboard, the College local goal is 29%.

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What are the major barriers for your college to reach this goal?

Helper Text: '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 a number of factors which contribute to low transfer rates, especially among our DI student populations. One of the likely most significant barriers to equitable outcomes are financial barriers. The high cost of living in the region frequently means that students are having to work in order to satisfy basic needs. As a result they are only able to enroll on a part-time basis which extends the time it takes to satisfy transfer requirements and goals. There have been few funds available to allow additional transfer interventions for our DI students which could reduce financial burdens and allow them to complete their academic goals and plan their transfer pathways. Additionally, the College does not have a strong transfer-going culture which results in few transfer focused interventions which incorporate race-conscious and need-based data and practices.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Cañada is in its second year of a three-year effort to improve transfer services and create a transfer-oriented culture at the College. Actions the College has taken include:

- Develop a shared transfer student data warehouse and dashboard from a racial equity and an equity lens

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- Conduct comprehensive analysis of campus-wide transfer supports for each milestone (phase) of the transfer journey
- CRM: Develop an integrated system of support aligned to transfer milestones centering antiracist practices to lift Black, African American, Latinx and AANAPI students
- Develop clear transfer maps to UC, CSU and privates
- Develop a master calendar of transfer and university events
- Develop transfer communication strategies for faculty and staff to build transfer support capacity reflective of equity-mindedness and antiracism (i.e. newsletter, website, canvas)
- Continue to grow and build articulation agreements with universities
- Continue to grow and build relationships with university partners
- Create transfer pathways with our local high school partners from a racially equity-minded lens.
- Leverage district wide transfer partnerships
- Develop and grow additional “warm hand off” university relationships modeled after our SFSU partnership that center our status as an Hispanic Serving Institution (HSI) and a Asian American Native American Pacific Islander Serving Institution (AANAPISI), and our African American and Black students in our transfer practices
- Coordinate and develop high impact transfer practices for racially minoritized and minoritized student populations
- Develop a plan to center Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI), African American and Black students in transfer practices
- Evaluate and develop academic support programs for transfer-level math and English (AB 705)

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What actions will your college prioritize on going forward?

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

Building on current momentum, the College's newly re-organized Colts-U Transfer Center will work closely with all Interest Area Success Teams special programs to deepen our transfer practices and success rates college wide. The College will leverage tools, like the Student Success Link (CRM) and data to provide stronger support tied to transfer milestones that center equitable practices for our DI students. Additionally, the College will offer more than just tuition free college through SB 893, but also embrace expansion of programs like EOPS, Promise, ZTC and other state and federal financial assistance to provide direct financial support to students to relieve some of the external pressures of housing and transportation for our DI student populations.

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

Helper Text: 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?

Cañada's Latinx student population is disproportionately under-represented in the group that transfers to a four-year college from the College. There are a number of factors which contribute to lower transfer rates for this population, student financial barriers and college operational practices among them. When considering removing friction points, the College is intent upon improving current practice and moving to more ideal practices. This year, the College was awarded a $2.6 million DHSI grant from the US Department of Education that is focused on reaching stopped out Latinx students from our community, helping them access new financial opportunities (SB 893 funds, LAEP funds), refine their educational goals and plans, and join an Interest Area or special

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program that will enhance their sense of belonging and connectedness. The grant seeks to improve the transfer rate of our Latinx students. It also provides funding for faculty and staff to participate in professional development sessions with ESCALA, to enhance the cultural responsiveness of instruction and services at Cañada.

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

Helper Text: N/A

There are a number of institutional structures that will ensure that the Guided Pathways-informed Transfer work remains an institutional priority moving forward: (1) The Colts U Transfer Center is focused on the implementation of our College Transfer Services Improvement Plan through 2024 and reports to our Planning & Budgeting Council on our progress on that plan periodically; (2) the DHSI grant has a steering committee that is meeting regularly to review data and evaluate the effectiveness of our efforts; it also requires quarterly reporting to the US Department of Education; and (3) addressing our obligation gap to our Latinx students in terms of transfer outcomes is one of the key aspects of our Student Equity and Achievement Plan which will be monitored and supported by the College's new Equity and Antiracism Planning Council.

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

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

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Since our efforts are embedded in our Transfer Services Improvement Plan (2021-24), our DHSI federal grant outcomes, as well as our Student Equity and Achievement Plan, it is unlikely the College will not be able to sustain our efforts.

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

Helper Text: 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.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

Transfer to a four-year institution is an important outcome metric for our College. We monitor it closely in our institution-set standards and report on it regularly to the ACCJC, our College Councils, and in our continuous improvement cycle. The Colts U Transfer Center regularly participates in our college program review process as well as its progress on leading the implementation of our College Transfer Services Improvement Plan. This plan contains a series of SMART goals and metrics which the Center is monitoring and reporting on. While the pandemic has negatively impacted our enrollments and will likey impact our transfer rates over the next few years, the reflective process of program review and the evaluation of the Transfer Services Improvement Plan will provide excellent feedback for continued improvement, including the more qualitative metric of “creating a transfer culture.”

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?

Helper Text: N/A

Through our continuous assessment and improvement process the College better understands and will improve on its high-touch support services

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related to Transfer. That includes culturally sustaining and validating resources from the Colts-U Transfer Station, and deepening and growing relationships with our local partners to make clear k-16 pathways for our students that begin in K-12, run through the College and on to 4-year partners. The College will also continue to identify and implement sustainable programs and practices which lower financial barriers and support the financial stability of our students. Hidden curriculum, in the form of prerequisite courses which are not explicitly identified and made transparent for students to plan their pathways.

Question Group: Completion

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

Helper Text:
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.

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

Check Boxes:

Certificate Completion

Degree Completion

Selections:
More than 75% complete

What Is your college's local goal?

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

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Based upon the number of Certificate, or Associate Degrees completed, the College is more than 75% towards its College institutional set standard goal of 331 Certificates and 832 Associate Degrees awarded in a given year

What are the major barriers for your college to reach this goal?

Helper Text: '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.

Historically, Cañada college has not scheduled courses with the specific intention of program completion. This has led to a course schedule that adds complexity to students earning awards. An additional challenge facing Cañada is our smaller size which means necessary courses may only have one section offered in an academic year which limits opportunities for students to complete some awards.

Our Hispanic population in our service area is concentrated in eastern Redwood City, East Palo Alto, and BelleHaven which is the most remote urban location in our service area relative to the location of the campus. This creates some transportation issues, especially for the Belle Haven and East Palo Alto residents who need at least one transfer to access the SamTrans bus route to campus. Currently, our Menlo Park satellite location is primarily offering not-for-credit courses. Relatively few of our general education or academic programs are currently being provided in this location that is substantially closer to our Hispanic population.

Additionally, the pandemic brought to light the gaps in high speed internet access and access to a computer amongst our students. We have increased our hotspot and laptop loan program, but these programs could be expanded further.

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Cañada College's career education programs mainly attract female students. The lack of robust career education programs that appeal to our Hispanic male students may lead to them taking some classes at Cañada, but not earning an award from the college.

Despite being a Hispanic Serving Institution, there are no affinity groups or spaces specifically targeting ourHispanic students or than our PUENTE program. Currently, there are few targeted supports for our Hispanic students past their second semester to keep students on the path to completion - such as peer support,mentorship, sustainable programming, and alumni networks and resources. This lack of targeted support in turn contributes to frequently low numbers of Hispanic male enrollment in ESL courses and CTE courses and contributes to a campus community that does not outwardly and clearly build a welcoming culture of completion for Hispanic males beyond our relatively small PUENTE program.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Interest Area Success Teams have been created and caseloads have been assigned to retention specialists so that there is a specific, identified person who students can go to for any assistance. The College is expanding the available technology (laptops, Chromebooks, etc.) available through the technology loan programs so that students have adequate access to the tools they need. The College is implementing SB 893 and part-time Promise programs in order to reduce financial barriers to students. Trial programs involving transportation support (shuttles, Lyft rides, gas card support) have had success supporting those students who are looking for transportation support, but at an unsustainable cost.

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What actions will your college prioritize on going forward?

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

The College is prioritizing the implementation of SB893 to waive enrollment fees and other fees for San Mateo County residents, as well as the work of retention specialists and others on campus who are engaged in supporting student retention and completion to do intentional outreach to students based on milestone metrics e.g. units completed. There is also a significant undertaking to improve the transparency of curriculum prerequisites so that students know the full path to completion for their goal. There are also efforts to expand the technology loan programs and find the best options for transportation support.

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

Helper Text: 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?

The College's Latinx, Male, and Pacific Islander or Hawaiian Native populations are each under-represented in the overall group completing degrees and certificates at Cañada. Despite living in the heart of the Tech world, our students still experience gaps in their access to and understanding of how to use education technology. Thus, while the technology loan program can get needed technology into students' hands, there needs to be support available on how to use it. Reaching out to students is helpful in keeping them on their paths; however, the college still needs to strengthen and scale student affinity programs and other student support programs are well supported to complete their educational journeys at Cañada within 3 years.

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

Helper Text: N/A

Completion of degrees and certificates is an important outcome metric for our College. We monitor it closely in our institution-set standards and report on it regularly to the ACCJC, our College Councils, and in our continuous improvement cycle.

As a key part of our Student Equity and Achievement Plan implementation efforts, the College's new Equity and Antiracism Planning Council will be an important part of the College's institutional structure to oversee, monitor, and support the actions detailed in that Plan to improve College completion rates and address the obligation gaps we have with our Latinx, Male, and Pacific Islander and Hawaiian Native students.

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

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

Since our efforts to address our completion rates and our obligation gaps related to them are embedded in our Educational Master Plan, Student Equity and Achievement Plan, Colts Advisory Committee, and Strategic Enrollment Management Plan, we don't anticipate any barriers to maintaining the structure necessary to sustain efforts.

Optional:

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

The Actions identified in our Student Equity and Achievement Plan to address our Completion rates and equity obligations include:

The groundwork for improving the course schedule has already begun with the instructional deans. Program compatibility and course availability are being analyzed under the direction of the vice president of instruction.Ancillary to this is the analysis of course conflicts within major courses across programs of study. The next step for these practices will be refining the schedule and course availability to best support student completion.

Success Teams have been created and caseloads have been allocated to retention specialists. A community of practice has been created to provide a space for retention specialists to discuss best practices and support each other. Targeted outreach to the Hispanic male students will need to be operationalized within the retention specialist workload. This outreach will be supported by the research office, through reports tracking student course success and program completion progress.

The vice president of instruction will work with the instructional deans and the workforce development office to evaluate the variety and capacity of the Menlo Park location. This includes potentially scaling up not-for-credit programs that are working, while also adding new, for-credit career pathways.

The vice president of administrative services and vice president of student services will collaborate to identify transit solutions to bring students from East Palo Alto and North Fair Oaks with the largest need directly to campus.

Finally, the academic support and learning technology division will need to scale up the technology loan program and market it broadly to ensure any students who need access to high-speed internet or a personal computer will be able to borrow the technology needed to access

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programs online and utilize digital resources to support their course taking.

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

Helper Text: 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.

Selections:

Yes

Selection Sub-Questions:

Which areas of Completion does your college wish to discuss for this selection?

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

Check Boxes:

Certificate Completion

Degree Completion

In response to complex challenges, multiple stakeholders, and limited resources the College engages in continuous improvement through structures and processes that:

- Provide multiple opportunities and means for faculty, staff and students to suggest ideas for improvement
- Support collaboration as improvements are evaluated and future plans developed
- Assess the impact of implemented improvements with goals which are clear, measurable, and actionable.

To work together effectively to achieve our goals, the College is organized into Councils, Senates, Committees, Work Groups and Operational Groups which are part of our participatory governance decision-making process. Regularly evaluate all aspects of the college redesign process and essential practices of Guided Pathways in College programs and structures to ensure they are effective in closing equity gaps in access, student success and completion.

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As of December 7, 2022, the College added a new Planning Council: the Equity and Antiracism Planning Council, which will be in a pilot phase in Spring 2023.

The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.

EAPC reports to the College President annually on the progress of the College Equity and Antiracism 3-year Plan (inclusive of the Student Equity and Achievement Program Plan). The Council provides information on this evaluation to the Planning and Budget Council regularly, at least once per academic year.

The EAPC uses a framework that centers equity, antiracism, and the pursuit of liberation to:

- Critically examine larger systems of oppression
- Audit and interrogate our campus' racist culture and inequities, and
- Engage Cañada personnel and students in antiracist systems changing

In an effort to achieve the Council mission/purpose, the EAPC will:

- Goal # 1: Collaborate with other bodies to review and revise college policies and practices.
- Goal # 2: Facilitate training for students, faculty, staff, and administration.
- Goal # 3: Develop and implement collegewide programming related to equity and antiracism.

The EAPC responsibilities include: strategic planning, priority-setting, participatory governance, program development and support, addressing systemic barriers, policy review, innovation and inquiry, campus climate, professional development.

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?

Helper Text: N/A

Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data; (2) offering more course-taking

opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center.

Question Group: Student Equity and Achievement (SEA) Program Integration

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

Helper Text: 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.**

Selections:

Integration in Progress

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

Prescriptive approaches. Data can mask small student populations and some DI populations are so small that it becomes difficult to integrate plans. Planning fatigue, there are multiple plans and initiatives where the same or similar topics are discussed. Holding attention on each one and ensuring they are each included in individual plans can get complicated and confusing, creating a sense of "haven't we done this already?" Connected to that is the siloing of activities. As much as the College tries to integrate planning activities, and individuals involved in planning do inform and overlap, still plans tend to address the topic at hand…Enrollment management, Dual Enrollment, SEAP, Guided Pathways. Finally, the time discrepancy of the development, submission, and approval of the various plans creates a disjointed process.

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

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

To work together effectively to achieve our goals, success teams have been created and Retention Specialists work as a community to systematize intentional outreach to our DI student populations with support from the research office to provide reports tracking student success and program progress. Additionally, the College is organized into Councils, Senates,

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Committees, Work Groups and Operational Groups which are part of our participatory governance decision-making process. Regularly evaluate all aspects of the college redesign process and essential practices and structures to ensure they are effective in closing equity gaps in access, student success and completion. The College will continue to integrate structures and processes that:

- Provide multiple opportunities and means for faculty, staff and students to suggest ideas for improvement
- Support collaboration as improvements are evaluated and future plans developed
- Assess the impact of implemented improvements with goals which are clear, measurable, and actionable.

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

Helper Text: 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

Timeframe (100 Characters ONLY)
Immediate: Identify common metrics to all plans, address common goals, more integrated planning
Intermediate: Integrate common metrics and goals;
Long-Term: fully integrated planning across plans

How will your college evaluate these listed outcomes?

Through the College's regular assessment process, regularly utilizing dashboard data, and local, institution set standards to measure success and direct ongoing activities and adjust plans to address equity gaps.

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Question Group: Associate Degree for Transfer (ADT) Integration

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

Helper Text: 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.**

Selections:

Integration in Progress

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

The College has done a great deal to establish the ADT pathways for students and make them clear through the published program maps. However, challenges do exist with the shifting landscape of transfer pathways (Cal GETC) and, within our multi-college district, standardizing course numbering systems which impact the need for ongoing updates and maintenance of the program maps.

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

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

Maintaining program maps to reflect curriculum changes necessitates an ongoing review of Curriculum Committee activities related to courses, schedule, programs for alignment with Transfer Pathways. Continue to integrate planning structures and processes that assess the impact of curricular changes and make them transparent and coherent.

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

Helper Text: 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

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Timeframe (100 Characters ONLY)
Immediate: place incoming degree-seeking students into AD-T if available
Intermediate: adopting a common course numbering system within the district
Long-Term:

How will your college evaluate these listed outcomes?

Through the College's assessment process, regularly utilizing dashboard data, and local, institution set standards to measure success and direct ongoing activities and adjust plans to address equity gaps.

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

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

Helper Text: 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 –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

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Currently at 25% course adoption of ZTC

Staffing – there is a part time ZTC faculty lead however, need additional support in collecting and analyzing data.

There is strong support but it is narrowly focused. Need broader buy in from faculty in order to extend and expand the program.

Faculty are interested but have limited bandwidth to identify, evaluate and adopt new materials.

Some instructional areas are reluctant to fully embrace ZTC and its opportunities as compared with Low Cost options.

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

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

State funding will allow the College to address the staffing challenge to provide additional support to expand and extend awareness and adoption of ZTC materials.

Analysis to identify ZTC degree/certificate pathways (COMM, ECE, MATH, PHYS)

Chemistry, Biology, and some Social Sciences are also starting to explore their pathways and ZTC opportunities.

Expanded ZTC adopter program to run multiple times throughout the year and there is growing awareness of the program.

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

Helper Text: 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

Timeframe (100 Characters ONLY)
Immediate: 35% ZTC courses. Enhance student understanding of interaction/engagement with digital materials
Intermediate: ECE, MATH, PHYS adopt ZTC pathways; funding for Adopter program & positions to support ZTC
Long-Term: 75% ZTC Course adoption; expand students utilizing and understanding technology in their courses

How will your college evaluate these listed outcomes?

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Through the College's regular assessment process, regularly utilizing dashboard data, and local, institution set standards to measure success and direct ongoing activities and adjust plans to address equity gaps.

Question Group: California Adult Education Program (CAEP) Integration

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

Helper Text: 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.**

Same as ACCEL? Talk with David Reed KE thought: dual enrollment for Adult Ed students - is it happening? Other transitions efforts?

Selections:

Integration in Progress

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

Reaching out to and connecting with adult students in our service area. As with our traditional age students, transportation to and from the campus is a challenge for our adult students. Many rely on public transportation, which is inconsistent in the evenings, or ride share services, which can be cost prohibitive. Few course offerings and support services at the Menlo Park site and/or other off-campus locations (East Palo Alto) to support program completion and help adult students access needed courses closer to home.

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

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

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Build new and strengthen existing community engagement partnerships and relationships with adult student populations that the College has not successfully connected with in our service area.

Grow the College for Working Adults program as a pathway into Cañada College that is specifically designed for adult students, including guided support during the application process that helps students get into and through college easily, quickly, and affordably.

Create a hub for evening and weekend adult students, to connect and support their success through aligned instructional spaces and services.

Increase the number of course offerings and support services at the Menlo Park site and/or other off-campus locations (East Palo Alto) to support program completion and help students access needed courses closer to home.

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

Helper Text: 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

Timeframe (100 Characters ONLY)
Immediate: increase visibility of resources and services, provide support staff to assist adult students.

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Intermediate: Pathway exploration in adult school classrooms, increase awareness of career and college options.
Long-Term:Increase the number of Adult Education students in Cañada College degree and certificate programs.

How will your college evaluate these listed outcomes?

Total adult students enrolled, served, and goals completed.

Question Group: Strong Workforce Program (SWP) Integration

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

Helper Text: 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.**

Selections:
Integration in Progress

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

Career and workforce programs are distributed across different college structures and need to be better integrated to be more visible and fully incorporated into collegewide planning and support activities. Strong emphasis on degree and transfer programs.

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

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Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

What initially began as a speaker series highlighting careers and pathways in STEM fields has expanded to include more areas of interest, including SW programs. Integrated planning processes are more intentionally involving SWP to highlight education/career paths.

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

Helper Text: 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

Timeframe (100 Characters ONLY)
Immediate: engage students & faculty in SWP to create stronger sense of connection to College
Intermediate: Connect SWP to outreach marking a pathway from the time of early engagement to completion
Long-Term:

How will your college evaluate these listed outcomes?

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