San Joaquin Delta College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23)   CERTIFIED

Details

Plan Title *

San Joaquin Delta College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23)

Plan Description

San Joaquin Delta College has aligned its Student Equity and Achievement Plan and its Guided Pathways Work Plan to its 2022-2027 Strategic Plan. The College's Strategic Plan was adopted in May 2022 and aligns with the CCCCO Vision for Success. Due to the new Strategic Plan being adopted in May 2022, all of the metrics in this Work Plan are identified as less than 50% completed. The College has identified many strategies and actions in support of its Strategic Plan, ensuring all plans and activities are centered on student success and equity.

Lead Institution

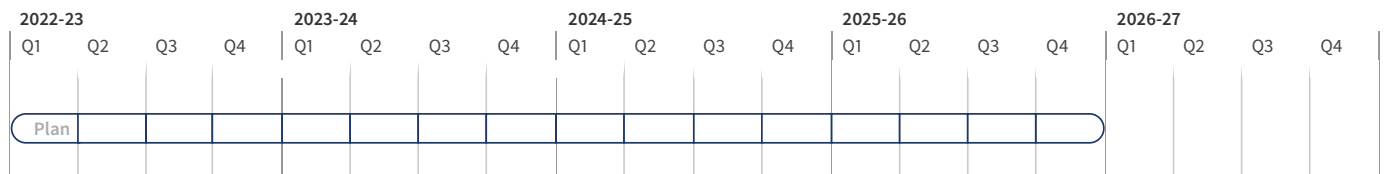**Lead Institution**
San Joaquin Delta College
Address
N/A
Community College District
San Joaquin Delta CCD
Website
N/A

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)

Contacts

Name	Responsibility	Institution	Email Address	Phone Number
Tina Akers	Project Lead Contact	n/a	tina.akers@deltacollege.edu	(209) 954-5039 ext: 5039
Dr. Charles Braden	Alternate Project Lead Contact	n/a	kale.braden@deltacollege.edu	(209) 954-5047
Lonita Cordova	Alternate Project Lead Contact	n/a	lonita.cordova@deltacollege.edu	
Becky Plaza	Contact - View Only	San Joaquin Delta College	becky.plaza@deltacollege.edu	
Tina Akers	Plan Approver	n/a	tina.akers@deltacollege.edu	(209) 954-5039 ext: 5039
Augustine Chavez	Fiscal Report Approver	n/a	augustine.chavez@deltacollege.edu	(209) 954-5022
Lisa Aguilera Lawrenson Dr.	Alternate Project Lead Contact	n/a	lisa.lawrenson@deltacollege.edu	(360) 481-2003

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.

Less than 50% Complete

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

The College's Strategic Goal 1, adopted in May 2022, is to increase student success metrics for all students, especially for disproportionately impacted students, to significantly reduce equity gaps. While successful enrollment is not a metric in the strategic plan, it is identified in the College's student equity and achievement plan. For this metric, the local goal is to increase from 39% successful enrollment to 59% (20% increase) by Fall 2027. The largest disproportionate impact is seen for American Indian/Native American students and the goal is to increase successful enrollment for this population from 28% to 59% (31% increase) by Fall 2027.

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

The College conducted a new campus climate survey and focus groups with disproportionately impacted student populations in Spring 2023 to better understand the institutional barriers faced by these students. Current structures for application and onboarding are not streamlined, efficient, nor clear to students, particularly those that are identified as disproportionately impacted for this metric.

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

The District is committed to implementation of the Guided Pathways model, as it has identified the following strategies for shifting its policies, procedures, and practices to achieve more equitable outcomes:

- Embedded basic needs assessment and resources early in the student journey

- Establishment of momentum points and milestones along the student journey, including identification of learning outcomes across the
- Transfer and Career Pathways (TrACs)
- Proactive and strategic interventions for disproportionately impacted student populations
- Resources, support, and professional development focused on disproportionately impacted student retention
- College-wide training encompassing each individual's role in supporting and improving the student experience from outreach through completion and beyond.

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

College-wide programming that recognizes the culture of DI groups, such as the Library Guide (libguide) designed by faculty to highlight Native American Studies, Literature, and Films available through the Library, and implementing a month-long Book Club, reading a novel featuring Native American themes. Similar libguides are planned for other DI groups.

The District has collaborated with faculty in supporting a Faculty Equity Training Academy for existing and new hires. Cohorts of 25 faculty (multiple cohorts per year) may receive FLEX credit. Topics in the Academy include, but are not limited to, background and history, how to talk about race, equity-minded classrooms, and equity on campus. The content will include all DI populations, including Chicanx/Latinx/Indigenous/Immigrant, Asian/Pacific Islander, Black and LGBTQIA+ perspectives. The College consistently offers opportunities for equity training. Other opportunities have included a hybrid series "Toward Transformative Praxis", Canvas Equity Training, and Restorative Justice Training.

The global pandemic has created the need for our campus to pause and redirect how we operationalize services. During the next three years of the SEA Plan the District will be taking a deeper dive into assessing the culture and climate of the campus from an equity perspective. The campus community is committed to using this data to align with the Visions for Success and the Delta College Strategic Plan.

- Year 1: Assessing the climate.
- Year 2: Operationalizing the outcomes from the information that is taken from the data.
- Year 3: Scaling to needs of the campus. We will also use the Basic Needs Assessment and our recent Guided Pathways Audit to drive the Guided Pathways model. The culmination of this work is the action that this campus is taking to address our equity gaps.

We will also use the Basic Needs Assessment and our recent Guided Pathways Audit to drive the Guided Pathways model. The culmination of this work is the action that this campus is taking to address our equity gaps.

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

Below are themes in the 2022-2027 Strategic Plan that show the District's ongoing commitment to this work and ensure this goal is an institutional priority.

Specifically listed are the Strategic Goals and Objectives that align with the SEA Plan and Guided Pathways:

- Strategic Goal 1: Increase Student Success metrics for all students, especially disproportionately impacted students to significantly reduce equity gaps
- Objective 1.1 Significantly Reduce Equity Gaps
- Objective 1.2 Meet Student Basic Needs
- Objective 1.3 Promote Student Health, Wellness, and Safety
- Strategic Goal 2: Improve operational practices to ensure access to an equity minded, student- centered experience
- Objective 2.3 Recruit and Retain a Diverse Workforce
- Objective 2.4 Institute Systemic Professional Development for Diversity, Equity, and Inclusion
- Strategic Goal 3: Initiate and promote community partnerships, increase engagement, and expand opportunities for innovation, entrepreneurship, and cultural and intellectual exchange
- Objective 3.1 Increase Community Engagement

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

There is a need for the CCCCO to provide the data disaggregated further by race/ethnicity, particularly for the Asian American and Pacific Islander population.

Although the District has done a great job in creating opportunities to understand the "why" of the equity work, it would be helpful for the CCCCO to provide technical assistance and professional development to assist with "the what". Meaning more guidance on the next steps and design principals that serve the post pandemic equity needs of our DI groups.

Technology Investments and Tools are also a vital need for our district to ensure that instructional technology and trainings are available. It would be helpful to integrate many of the tools in a way that allows for ease of use. There are many different tools out there but

consolidating them would make them more consumable for schools to use in the implementation of these programs.

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. *

The College is consistently evaluating the impacts of its efforts for Guided Pathways and student equity for advancing the goals in its Strategic Plan. For example, the College recently completed the Guided Pathways Audit, an inclusive process that included input from students and employees regarding satisfaction with implementation thus far and suggestions for improvement. This information is being used to create an action plan for changes to the model and designing new structures for implementation and sustainability of Guided Pathways.

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 College has learned the importance of advanced, proactive planning for implementation of scaled approaches to student equity and achievement to ensure proper ownership and effective implementation. Ensure proper time allocated to planning and implementation to include broad participation.

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.

Less than 50% complete

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

The College's Strategic Goal 1, adopted in May 2022, is to increase student success metrics for all students, especially for disproportionately impacted students, to significantly reduce equity gaps. For this metric, the local goal is to increase from 72% persistence to 87% (15% increase) by Fall 2027. The largest disproportionate impact is seen for Black/African American students and the goal is to increase persistence for this population from 56% to 87% (31% increase) by Fall 2027.

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

Black/African American students are the most disproportionately impacted across all metrics except enrollment. This indicates that structures at the College are not set up to support these students once they are enrolled, and therefore we see lower retention and completion rates. The College conducted a new campus climate survey and focus groups with disproportionately impacted student populations in spring 2023 to better understand the institutional barriers faced by these students.

The District is committed to implementation of the Guided Pathways model, as it has identified the following strategies for shifting its policies, procedures, and practices to achieve more equitable outcomes:

- Embedded basic needs assessment and resources early in the student journey
- Establishment of momentum points and milestones along the student journey, including identification of learning outcomes across theTransfer and Career Pathways (TrACs)
- Proactive and strategic interventions for disproportionately impacted student populations
- Resources, support, and professional development focused on disproportionately impacted student retention

- College-wide training encompassing each individual's role in supporting and improving the student experience from outreach through completion and beyond.

2.1.3 (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? *

Delta College is redesigning the Shared Governance structure of the institution with an equity-minded and equity focus to adopt policies, procedures, and practices that weave equitable practices in achieving all of the goals and objectives that are being included within our strategic plan.

The College completed a Guided Pathways (GP) Audit in fall 2022 that assessed the inefficiency and effectiveness of the model that was adopted pre-pandemic. This group is used a cross functional, mixed methods approach to gauging the implementation level of Guided Pathways and will use this data to drive the next steps of the GP model. Through surveys and focus groups, a reboot will occur that will realign the past equity and GP work in a way that is integrated, cross-functional, and meets the needs of the current student population. A Student Experience Taskforce is now working on redesigning the student experience to allow for access, retention, and completion strategies that meet the needs of our community. Our intent will be to focus on the identified disproportionately impacted student populations.

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

San Joaquin Delta College engaged in an inclusive, collaborative strategic planning process that spanned two years, and was completed with input from a wide range of stakeholders through virtual forums, planning workshops, shared governance committees and constituency group meetings. The process was led by a team comprised of the executive cabinet and constituency group leads. The College actively strives to be a student-centered, anti-racist, equity-focused college that serves the educational and economic development needs of our communities. This shows the College's commitment to setting high standards of teaching and learning, providing excellent career and transfer education programs, and offering high-quality support services to empower all students to pursue personal development and achieve their academic goals. The commitment to this work is reflected in our strategic plan, which was intentionally designed to align with Guided Pathways and the Student Equity and Achievement plan.

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

Below are themes in the 2022-2027 Strategic Plan that show the District's ongoing commitment to this work and ensure this goal is an institutional priority.

Specifically listed are the Strategic Goals and Objectives that align with the SEA Plan and Guided Pathways:

- Strategic Goal 1: Increase Student Success metrics for all students, especially disproportionately impacted students to significantly reduce equity gaps
- Objective 1.1 Significantly Reduce Equity Gaps
- Objective 1.2 Meet Student Basic Needs
- Objective 1.3 Promote Student Health, Wellness, and Safety
- Strategic Goal 2: Improve operational practices to ensure access to an equity minded, student- centered experience
- Objective 2.3 Recruit and Retain a Diverse Workforce
- Objective 2.4 Institute Systemic Professional Development for Diversity, Equity, and Inclusion
- Strategic Goal 3: Initiate and promote community partnerships, increase engagement, and expand opportunities for innovation, entrepreneurship, and cultural and intellectual exchange
- Objective 3.1 Increase Community Engagement

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

There is a need for the CCCCO to provide the data disaggregated further by race/ethnicity, particularly for the Asian American and Pacific Islander population.

Although the District has done a great job in creating opportunities to understand the "why" of the equity work, it would be helpful for the CCCCO to provide technical assistance and professional development to assist with "the what". Meaning more guidance on the next steps and design principals that serve the post pandemic equity needs of our DI groups.

Technology Investments and Tools are also a vital need for our district to ensure that instructional technology and trainings are available. It would be helpful to integrate many of the tools in a way that allows for ease of use. There are many different tools out there but consolidating them would make them more consumable for schools to use in the implementation of these programs.

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.

Yes

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

The College is consistently evaluating the impacts of its efforts for Guided Pathways and student equity for advancing the goals in its Strategic Plan. For example, the College recently completed the Guided Pathways Audit, an inclusive process that included input from students and employees regarding satisfaction with implementation thus far and suggestions for improvement. This information is being used to create an action plan for changes to the model and designing new structures for implementation and sustainability of Guided Pathways.

2.2.2 (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 College has learned the importance of advanced, proactive planning for implementation of scaled approaches to student equity and achievement to ensure proper ownership and effective implementation. Ensure proper time allocated to planning and implementation to include broad participation.

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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? *

The College's Strategic Goal 1, adopted in May 2022, is to increase student success metrics for all students, especially for disproportionately impacted students, to significantly reduce equity gaps. For this metric, the local goal is to increase from 8% completion of math and English in the first year to 28% (20% increase) by Fall 2027. The largest disproportionate impact is seen for American Indian/Alaska Native (4%), Black/African American (4%), Native Hawaiian or other Pacific Islander (4%), and LGBT students (5%) and the goal is to increase completion of math and English in the first year for these populations to 28% (23-24% increase) by Fall 2027.

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

The College has implemented AB705 so we should begin to see the data shifting, however, particular attention will need to be placed on the experiences of these disproportionately impacted populations. The College conducted a new campus climate survey and focus groups with disproportionately impacted student populations in spring 2023 to better understand the institutional barriers faced by these students. Past climate surveys, the Diverse Learning Environment Survey, showed that LGBTQ+ students experienced higher levels of discrimination at the college than all other demographics and student populations.

Black/African American students are the most disproportionately impacted across all metrics except enrollment. This indicates that structures at the College are not set up to support these students once they are enrolled, and therefore we see lower retention and completion rates. American Indian and Alaska Native and Hawaiian/Pacific Islander are smaller populations but it is important to note that they are also disproportionately impacted at similar levels.

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? *

Strategic Enrollment Management (SEM): Plan, develop, and implement a SEM that integrates campus-wide outreach efforts with feeder schools/districts and incorporates key departments (e.g. Distance Education, Dual Enrollment, Strong Workforce Development, CTE, Student Services, Financial Aid, Admissions, and Outreach). Embed SEM into Guided Pathways and AB705 through the development of predictable schedules that are set based on analysis of courses students need to progress on their academic pathways and transfer with reasonable unit accumulation. Work to establish memorandums of understanding with local feeder schools/districts on curriculum alignment with the goal of creating a seamless transition into transfer-level courses for high school students, the production of equitable outcomes, and the continued support of Guided Pathways and AB705.

Delta Connect Center: Reorganize services for more streamlined access and entry for students. Identify and provide additional support to disproportionately impacted students who are going through the matriculation process. Assess student support needs and initiate student relationships with programs on campus (e.g. counseling, DSPS, tutorial services, equity learning communities, Empowerment Resource Programs) as early as possible to ensure student success and continued persistence. Identify and implement evidence-based practices that will support disproportionately impacted students to overcome basic need barriers that hinder their enrollment and success. Work with the Distance Education committee to ensure that Distance Education students have equitable access to the DeltaConnect Center support structure through online student support services.

Transfer and Career Pathways (TrACs): Work in conjunction with constituency groups on campus (faculty, staff, managers, and administrators) to develop a model embedded in the Guided Pathways framework to support students during and beyond their first-year at Delta College. Closely monitor students' progress on academic pathways, utilize early warning systems to identify students who may need more support, initiate suitable interventions, and direct students to activities that will support timely completion of academic goals (e.g. #GoForOneMore, tutoring services, career fairs, transfer workshops, college visits, HBCU visits/tours, job shadowing). In order to increase retention and completion, ensure that the student resource model is designed to support students on or at risk of academic probation/dismissal. Implement a proactive approach to evaluating students' transcripts to determine if students have met completion and/or transfer requirements.

Ensure that equity learning communities serve an integral role as experts in support for the populations they serve. Provide ongoing training to ensure that all individuals connected to the student resource model are well-versed on how best to serve disproportionately impacted students, remain up-to-date on data related to achievement gaps, and scale up efforts that prove successful.

Affinity Programs Equity Learning Communities: Continue targeted outreach strategies aimed at improving the participation rate of disproportionately impacted students in campus-wide programs, including the assistance in enrolling in affinity programs. Expand and continue outreach activities designed to connect community-based organizations that serve DI groups. Expand the reach of affinity programs on campus to include support for other systems impacted groups. Work with the Office of Institutional Research andEffectiveness to help programs report, on a regular basis, data related to their respective programs, and implement strategies to close gaps in achievement. Scale up successful interventions implemented by affinity programs to ensure greater campus-wide impact. Work with affinity programs to increase student field trips to transfer institutions or arrange campus visits from transfer institutions.

Professional Development: Offer professional development opportunities for faculty and staff in support of campus-wide efforts such as Guided Pathways, AB 705 course curriculum development, retention strategies, data-informed decisions, and a strengthened student service model. Work with the Office of Institutional Research to provide faculty with the opportunity to look at data from courses that they teach, with a focus on assessing achievement gaps (highly encouraged for faculty who work in disciplines with pronounced achievement gaps). Increase and expand equity-mindedness professional development and training opportunities focused on closing equity gaps and increasing student success, including, but not limited to, Culturally Responsive Teaching and Learning, Certificate of Equity, curriculum and instructional re-design, New Faculty Academy, Equity Mindedness Syllabus Re-design, Growth Mindset. Work with the Distance Education Committee to minimize the disproportionate impact on students and adopt POCR.

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? *

San Joaquin Delta College engaged in an inclusive, collaborative strategic planning process that spanned two years, and was completed with input from a wide range of stakeholders through virtual forums, planning workshops, shared governance committees and constituency group meetings. The process was led by a team comprised of the executive cabinet and constituency group leads. The College actively strives to be a student-centered, anti-racist, equity-focused college that serves the educational and economic development needs of our communities. This shows the college's commitment to setting high standards of teaching and learning, providing excellent career and transfer education programs, and offering high-quality support services to empower all students to pursue personal development and achieve their academic goals. The commitment to this work is reflected in our strategic plan, which was intentionally designed to align with Guided Pathways and the Student Equity and Achievement plan.

Equity and Student Support: Improve utilization rates of academic support services (e.g., access to supplemental instruction, tutoring services, skills refresher workshops, online LibChat, NetTutor, Reserve Library) for students, especially those disproportionately impacted, to increase persistence and timely completion of educational goals. Continue campus-based cultural events aimed at creating a welcoming environment. Increase awareness of the campus community related to the experiences and cultures of historically underserved and underrepresented groups. Encourage campus-wide attention to the needs of disproportionately impacted students(e.g.,

NameCoach in Canvas, tutoring, supplemental instruction, Equity in Faculty Hiring). Continue work with the Office of Institutional Research and Effectiveness to closely monitor the progress of campus-wide initiatives aimed at closing equity gaps and to identify new and emerging disproportionately impacted student

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? *

Below are themes in the 2022-2027 Strategic Plan that show the District's ongoing commitment to this work and ensure this goal is an institutional priority.

Specifically listed are the Strategic Goals and Objectives that align with the SEA Plan and Guided Pathways:

- Strategic Goal 1: Increase Student Success metrics for all students, especially disproportionately impacted students to significantly reduce equity gaps
- Objective 1.1 Significantly Reduce Equity Gaps
- Objective 1.2 Meet Student Basic Needs
- Objective 1.3 Promote Student Health, Wellness, and Safety
- Strategic Goal 2: Improve operational practices to ensure access to an equity minded, student- centered experience
- Objective 2.3 Recruit and Retain a Diverse Workforce
- Objective 2.4 Institute Systemic Professional Development for Diversity, Equity, and Inclusion
- Strategic Goal 3: Initiate and promote community partnerships, increase engagement, and expand opportunities for innovation, entrepreneurship, and cultural and intellectual exchange
- Objective 3.1 Increase Community Engagement

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? *

There is a need for the CCCCO to provide the data disaggregated further by race/ethnicity, particularly for the Asian American and Pacific Islander population.

Although the District has done a great job in creating opportunities to understand the "why" of the equity work, it would be helpful for the CCCCO to provide technical assistance and professional development to assist with "the what". Meaning more guidance on the next steps and design principals that serve the post pandemic equity needs of our DI groups.

Technology Investments and Tools are also a vital need for our district to ensure that instructional technology and trainings are available. It would be helpful to integrate many of the tools in a way that allows for ease of use. There are many different tools out there but consolidating them would make them more consumable for schools to use in the implementation of these 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. *

The College is consistently evaluating the impacts of its efforts for Guided Pathways and student equity for advancing the goals in its Strategic Plan. For example, the College recently completed the Guided Pathways Audit, an inclusive process that included input from students and employees regarding satisfaction with implementation thus far and suggestions for improvement. This information is being used to create an action plan for changes to the model and designing new structures for implementation and sustainability of guided pathways.

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? *

The College has learned the importance of advanced, proactive planning for implementation of scaled approaches to student equity and achievement to ensure proper ownership and effective implementation. Ensure proper time allocated to planning and implementation to include broad participation.

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? *

The College's Strategic Goal 1, adopted in May 2022, is to increase student success metrics for all students, especially for disproportionately impacted students, to significantly reduce equity gaps. For this metric, the local goal is to increase from 22% transfer within four years to 36% (14% increase) by Fall 2027. The largest disproportionate impact is seen for Black/African American (11%), male (12%), other, non-binary, and unknown genders (13%) and the goal is to increase transfer for these populations to 36% (23-25% increase) by Fall 2027.

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

Black/African American students are the most disproportionately impacted across all metrics except enrollment. This indicates that structures at the College are not set up to support these students once they are enrolled, and therefore we see lower retention and completion rates. Male students are also showing high disproportionate impact in transfer rates, which also may be due to intersectionality. Non-binary and non-respondent genders are smaller populations but it is important to note that they are also disproportionately impacted at similar levels. The College conducted a new campus climate survey and focus groups with disproportionately impacted student populations in spring 2023 to better understand the institutional barriers faced by these students.

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? *

The District is committed to implementation of the Guided Pathways model, as it has identified the following strategies for shifting its policies, procedures, and practices to achieve more equitable outcomes:

- Embedded basic needs assessment and resources early in the student journey
- Establishment of momentum points and milestones along the student journey, including identification of learning outcomes across the Transfer and Career Pathways (TrACs)
- Proactive and strategic interventions for disproportionately impacted student populations
- Resources, support, and professional development focused on disproportionately impacted student retention
- College-wide training encompassing each individual's role in supporting and improving the student experience from outreach through completion and beyond

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? *

San Joaquin Delta College has engaged in a lot of work campus wide to foster an environment that continuously reflects upon improving the student experience that allows students to feel seen, heard, connected and a sense of belonging.

The global pandemic has created the need for our campus to pause and redirect how we operationalize services. During the next three years of the SEA Plan the District will be taking a deeper dive into assessing the culture and climate of the campus from an equity perspective. The campus community is committed to using this data to align with the Visions for Success and the Delta College Strategic Plan.

- Year 1: Assessing the climate.
- Year 2: Operationalizing the outcomes from the information that is taken from the data.
- Year 3: Scaling to needs of the campus. We will also use the Basic Needs Assessment and our recent Guided Pathways Audit to drive the Guided Pathways model. The culmination of this work is the action that this campus is taking to address our equity gaps.

The College's planning efforts for the 2022-25 Student Equity and Achievement planning stem from its efforts to develop a race conscious and equity-minded Strategic Plan, for which all efforts will align over the next five years. The Strategic Plan was developed collaboratively in the 2021-22 academic year, and includes a new mission statement, vision statement, values, strategic goals, objectives, and high-level strategies to guide the College's work through 2027. The new mission statement reads, "We actively and continuously strive to be a student-centered, anti-racist, equity-focused college that serves the educational and economic development needs of our communities. We commit ourselves to high standards of teaching and learning, provide excellent career and transfer education programs, and offer high-quality support services which empower all students to pursue personal development and achieve their academic goals."

Delta College is redesigning the Shared Governance structure of the institution with an equity-minded and equity focus to adopt policies, procedures, and practices that weave equitable practices in achieving all of the goals and objectives that are being included within our strategic plan.

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? *

Below are themes in the 2022-2027 Strategic Plan that show the District's ongoing commitment to this work and ensure this goal is an institutional priority.

Specifically listed are the Strategic Goals and Objectives that align with the SEA Plan and Guided Pathways:

- Strategic Goal 1: Increase Student Success metrics for all students, especially disproportionately impacted students to significantly reduce equity gaps
- Objective 1.1 Significantly Reduce Equity Gaps
- Objective 1.2 Meet Student Basic Needs
- Objective 1.3 Promote Student Health, Wellness, and Safety
- Strategic Goal 2: Improve operational practices to ensure access to an equity minded, student- centered experience
- Objective 2.3 Recruit and Retain a Diverse Workforce
- Objective 2.4 Institute Systemic Professional Development for Diversity, Equity, and Inclusion
- Strategic Goal 3: Initiate and promote community partnerships, increase engagement, and expand opportunities for innovation, entrepreneurship, and cultural and intellectual exchange
- Objective 3.1 Increase Community Engagement

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? *

There is a need for the CCCCO to provide the data disaggregated further by race/ethnicity, particularly for the Asian American and Pacific Islander population.

Although the District has done a great job in creating opportunities to understand the "why" of the equity work, it would be helpful for the CCCCO to provide technical assistance and professional development to assist with "the what". Meaning more guidance on the next steps and design principals that serve the post pandemic equity needs of our DI groups.

Technology Investments and Tools are also a vital need for our district to ensure that instructional technology and trainings are available. It would be helpful to integrate many of the tools in a way that allows for ease of use. There are many different tools out there but consolidating them would make them more consumable for schools to use in the implementation of these programs.

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.

Yes

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

The College is consistently evaluating the impacts of its efforts for Guided Pathways and student equity for advancing the goals in its Strategic Plan. For example, the College recently completed the Guided Pathways Audit, an inclusive process that included input from students and employees regarding satisfaction with implementation thus far and suggestions for improvement. This information is being used to create an action plan for changes to the model and designing new structures for implementation and sustainability of Guided Pathways.

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? *

The College has learned the importance of advanced, proactive planning for implementation of scaled approaches to student equity and achievement to ensure proper ownership and effective implementation. Ensure proper time allocated to planning and implementation to include broad participation.

5. Completion and Student Success *

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

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

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

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

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

Less than 50% complete

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

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

- Adult Education/Noncredit Completion
- Certificate Completion
- Degree Completion

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

The College's Strategic Goal 1, adopted in May 2022, is to increase student success metrics for all students, especially for disproportionately impacted students, to significantly reduce equity gaps. For this metric, the local goal is to increase from 16% four year completion rate within four years to 36% (20% increase) by Fall 2027. The largest disproportionate impact is seen for Black/African American (9%), American Indian/Alaska Native (9%), and Pacific Islander or Hawaiian Native (13%) students and the goal is to increase completion for these populations to 36% (27% increase) by Fall 2027.

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

Black/African American students are the most disproportionately impacted across all metrics except enrollment. This indicates that structures at the College are not set up to support these students once they are enrolled, and therefore we see lower retention and completion rates. American Indian and Alaska Native and Hawaiian/Pacific Islander are smaller populations but it is important to note that they are also disproportionately impacted at similar levels. The college conducted a new campus climate survey and focus groups with disproportionately impacted student populations in spring 2023 to better understand the institutional barriers faced by these students.

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

Delta College is redesigning the Shared Governance structure of the institution with an equity-minded and equity focus to adopt policies, procedures, and practices that weave equitable practices in achieving all of the goals and objectives that are being included within our strategic plan.

We also completed a Guided Pathways (GP) Audit that is assessing the inefficiency and effectiveness of the model that was adopted pre-pandemic. This group is using a cross functional, mixed methods approach to gauging the implementation level of Guided Pathways and will use this data to drive the next steps of the GP model. Through surveys and focus groups, a reboot will occur that will realign the past equity and GP work in a way that is integrated, cross-functional, and meets the needs of the current student population.

We are redesigning the student experience to allow for access, retention, and completion strategies that meet the needs of our community. Our intent will be to focus on the identified disproportionately impacted student populations. San Joaquin Delta College engaged in an inclusive, collaborative strategic planning process that spanned two years, and was completed with input from a wide range of stakeholders through virtual forums, planning workshops, shared governance committees and constituency group meetings. The

process was led by a team comprised of the executive cabinet and constituency group leads. The College actively strives to be a student-centered, anti- racist, equity-focused college that serves the educational and economic development needs of our communities. This shows the College's commitment to setting high standards of teaching and learning, providing excellent career and transfer education programs, and offering high-quality support services to empower all students to pursue personal development and achieve their academic goals. The commitment to this work is reflected in our strategic plan, which was intentionally designed to align with Guided Pathways and the Student Equity and Achievement plan.

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? *

Strategic Enrollment Management (SEM): Plan, develop, and implement a SEM that integrates campus-wide outreach efforts with feeder schools/districts and incorporates key departments (e.g. Distance Education, Dual Enrollment, Strong Workforce Development, CTE, Student Services, Financial Aid, Admissions, and Outreach). Embed SEM into Guided Pathways and AB705 through the development of predictable schedules that are set based on analysis of courses students need to progress on their academic pathways and transfer with reasonable unit accumulation. Work to establish memorandums of understanding with local feeder schools/districts on curriculum alignment with the goal of creating a seamless transition into transfer-level courses for high school students, the production of equitable outcomes, and the continued support of Guided Pathways and AB705.

Transfer and Career Pathways (TrACs): Work in conjunction with constituency groups on campus (faculty, staff, managers, and administrators) to develop a model embedded in the Guided Pathways framework to support students during and beyond their first year at Delta College.

Closely monitor students' progress on academic pathways, utilize early warning systems to identify students who may need more support, initiate suitable interventions, and direct students to activities that will support timely completion of academic goals (e.g. #GoForOneMore, tutoring services, career fairs, transfer workshops, college visits, HBCU visits/tours, job shadowing). In order to increase retention and completion, ensure that the student resource model is designed to support students on or at risk of academic probation/dismissal. Implement a proactive approach to evaluating students' transcripts to determine if students have met completion and/or transfer requirements.

Equity Learning Communities: Continue targeted outreach strategies aimed at improving the participation rate of disproportionately impacted students in campus-wide programs, including the assistance in enrolling in affinity programs. Expand and continue outreach activities designed to connect community-based organizations that serve DI groups. Expand the reach of affinity programs on campus to include support for other systems impacted groups. Work with the Office of Institutional Research and Effectiveness to help programs report, on a regular basis, data related to their respective programs, and implement strategies to close gaps in achievement. Scale up successful interventions implemented by affinity programs to ensure greater campus-wide impact. Work with affinity programs to increase student field trips to transfer institutions or arrange campus visits from transfer institutions.

Delta Connect Center: Reorganize services for more streamlined access and entry for students. Identify and provide additional support to disproportionately impacted students who are going through the matriculation process. Assess student support needs and initiate student relationships with programs on campus (e.g. counseling, DSPS, tutorial services, equity learning communities, Empowerment Resource Programs) as early as possible to ensure student success and continued persistence. Identify and implement evidence-based practices that will support disproportionately impacted students to overcome basic need barriers that hinder their enrollment and success. Work with the Distance Education committee to ensure that Distance Education students have equitable access to the Delta Connect Center support structure through online student support services.

Professional Development: Offer professional development opportunities for faculty and staff in support of campus-wide efforts such as Guided Pathways, AB 705 course curriculum development, retention strategies, data-informed decisions, and a strengthened student service model. Work with the Office of Institutional Research to provide faculty with the opportunity to look at data from courses that they teach, with a focus on assessing achievement gaps (highly encouraged for faculty who work in disciplines with pronounced achievement gaps). Increase and expand equity-mindedness professional development and training opportunities focused on closing equity gaps and increasing student success, including, but not limited to, Culturally Responsive Teaching and Learning, Certificate of Equity, curriculum and instructional re-design, New Faculty Academy, Equity Mindedness Syllabus Re-design, Growth Mindset, One College-One Book, and Reading Apprenticeship. Work with the Distance Education Committee to ensure support and training for online faculty to address exacerbated disproportionate impact in online learning environments (e.g. @One professional development training).

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? *

Below are themes in the 2022-2027 Strategic Plan that show the District's ongoing commitment to this work and ensure this goal is an institutional priority.

Specifically listed are the Strategic Goals and Objectives that align with the SEA Plan and Guided Pathways:

- Strategic Goal 1: Increase Student Success metrics for all students, especially disproportionately impacted students to significantly reduce equity gaps
- Objective 1.1 Significantly Reduce Equity Gaps
- Objective 1.2 Meet Student Basic Needs

- Objective 1.3 Promote Student Health, Wellness, and Safety
- Strategic Goal 2: Improve operational practices to ensure access to an equity minded, student- centered experience
- Objective 2.3 Recruit and Retain a Diverse Workforce
- Objective 2.4 Institute Systemic Professional Development for Diversity, Equity, and Inclusion
- Strategic Goal 3: Initiate and promote community partnerships, increase engagement, and expand opportunities for innovation, entrepreneurship, and cultural and intellectual exchange
- Objective 3.1 Increase Community Engagement

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 the CCCCO to provide the data disaggregated further by race/ethnicity, particularly for the Asian American and Pacific Islander population.

Although the District has done a great job in creating opportunities to understand the "why" of the equity work, it would be helpful for the CCCCO to provide technical assistance and professional development to assist with "the what". Meaning more guidance on the next steps and design principals that serve the post pandemic equity needs of our DI groups.

Technology Investments and Tools are also a vital need for our district to ensure that instructional technology and trainings are available. It would be helpful to integrate many of the tools in a way that allows for ease of use. There are many different tools out there but consolidating them would make them more consumable for schools to use in the implementation of these programs.

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. *

The College is consistently evaluating the impacts of its efforts for Guided Pathways and student equity for advancing the goals in its Strategic Plan. For example, the College recently completed the Guided Pathways Audit, an inclusive process that included input from students and employees regarding satisfaction with implementation thus far and suggestions for improvement. This information is being used to create an action plan for changes to the model and designing new structures for implementation and sustainability of Guided Pathways.

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 has learned the importance of advanced, proactive planning for implementation of scaled approaches to student equity and achievement to ensure proper ownership and effective implementation. Ensure proper time allocated to planning and implementation to include broad participation.

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 College's Strategic Plan is a scaled approach to bringing equity efforts to the forefront of our Guided Pathways efforts. Our first Strategic Goal is Student-Centered, specifically to increase student success for all students, especially for disproportionately impacted students, to significantly reduce equity gaps. Metrics included in the plan align with Guided Pathways and the Vision for Success metrics, and all are disaggregated by race, gender, and LGBTQ+ status. In the past year, the College has undergone a transformational change in leadership, with an entirely new Executive Cabinet, including a new Superintendent/President. The new leadership recognized that we could improve upon our efforts to align Guided Pathways with our equity efforts, and recently deployed a taskforce to audit our Guided Pathways implementation to determine priorities going forward, through an equity-minded lens. Present challenges exist in the implementation of scaled efforts.

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

The College has engaged in a Guided Pathways Audit to better understand the successes and failures of the initial Guided Pathways implementation. From the audit are actionable plans for improving the model with an intentional equity lens. As a follow-up to the Audit, the Student Experience Taskforce is proposing a model for a redesigned student experience, aligned with the strategic plan, ensuring equitable services and support throughout the student journey, and considering multiple modalities for course-taking and service.

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:	Establish plan for integrated student experience redesign
Intermediate Outcome:	Implement timeline for integrated student experience redesign
Long-Term Outcome:	Full integration of Student Equity and Guided Pathways through integrated student experience

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

The College will annually assess its progress toward achieving the metrics outlined in the strategic plan, which align with the metrics identified in the Student Equity Plan and the Guided Pathways Work Plan. The College will continue to disaggregate data for each metric to identify progress toward reducing disproportionate impact.

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.

Starting Integration

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

Utilizing Program Pathway Mapper (PPM), the College has developed 213 program pathway maps in total, including maps for all 26 of its ADT degrees. ADT maps are publicly accessible from both the online college catalog and the College website.

Present challenges include awareness of published pathway maps. While ADT maps were published in PPM in summer 2022, many College constituents are not aware of their purpose or even their existence. In addition, many of the pathway maps were originally developed in 2018, so an intensive review of maps by discipline faculty is needed.

Ongoing changes to curriculum, particularly in light of the impending implementation of AB 1111 and AB 928, create a continual need to update pathway maps. On an annual basis, maps must be updated in PPM. In addition, the College is in the process of implementing two new platforms (Civitas and Ad Astra) which also require the annual updates to pathway maps. Maps will be used in Civitas to develop Student Education Plans and used in Ad Astra to inform scheduling.

Another significant challenge with integrating ADTs is that some ADTs are not accepted by all CSUs (e.g., Kinesiology AS-T). Because of this, many students are encouraged to complete a local degree rather than an ADT in order to transfer to CSU.

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

The College has included the development of program pathway maps into its curriculum development process so that new maps are created when new programs are submitted, and program maps are revised when programs are revised. In addition, the College has created an online form for faculty to request program pathway map updates. This form is accessible from the Faculty/Staff web page.

To address the ongoing need to update pathway maps, the College has hired additional staff to implement needed changes.

The College is planning to dedicate time at fall 2023 convocation for faculty to review and update their maps in response to recent legislation.

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

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

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Promote the purpose and use of program pathway maps college wide
Intermediate Outcome:	Provide dedicated time for discipline faculty to review existing maps and request needed revisions.
Long-Term Outcome:	Revise and refine pathway maps to create the best possible guide for students

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

Through surveys and quantitative data (e.g., number of revised versions).

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? *

San Joaquin Delta College is currently participating in the Zero Textbook Cost (ZTC) Program planning grant. The College's Open Educational Resources (OER) Committee, comprised of faculty from multiple disciplines, has collaborated with the Dean of Student Learning and Assessment to identify potential ZTC degrees and certificates (credit and noncredit). As part of the planning phase, the College will survey faculty regarding their use of OER in specific courses and will utilize the grant for OER professional development to create a ZTC program pathway.

Present challenges for implementation of the ZTC program include faculty willingness to utilize OER as the preferred instructional material. In some disciplines, faculty express a concern with the quality and/or quantity of OER, leading them to assign mid to high-cost textbooks.

Another challenge lies in identifying ZTC course sections in the Schedule of Classes. Each semester, the College emails faculty requesting that they complete an online form to identify their ZTC classes. If faculty fail to complete the form, their sections are not identified as ZTC. Faculty who utilize OER on an ongoing basis find it tedious to report their ZTC sections each semester.

A final challenge is identifying ZTC-eligible certificates and degrees, especially given the limited number of faculty utilizing OER in the course sections.

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

The College's OER Committee will continue to schedule variable Flex day workshops regarding the breadth and quality of OER resources and how the elimination of textbook costs greatly benefits students. In addition, using Phase 1 ZTC Program funds, the College will provide stipends to faculty who create OER courses which will be scheduled as ZTC sections. The more faculty utilizing OER, the greater the ability to identify ZTC-eligible certificates and degrees.

To help identify ZTC sections, the College has created a link to its online ZTC course submission form on the Faculty/Staff web page. The form is accessible throughout the academic year, so faculty can identify their ZTC sections long before the publication of the Schedule of Classes. In addition, the revised form includes a means for faculty to identify the ongoing use of ZTC in their course sections. This enables faculty to identify courses in which they utilize OER (or other ZTC instructional materials) on an ongoing basis, removing the need to complete the form every semester.

The College needs faculty to utilize OER on a consistent basis in order to identify ZTC-eligible certificates and degrees.

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:	Continue the promotion of OER materials and the identification of ZTC course sections.
Intermediate Outcome:	Incentivize the development of OER courses with faculty stipends and advertise the impact.
Long-Term Outcome	Publish the impact of ZTC course sections on students. Promote ZTC-eligible certificates/degrees.

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

Quantitative and qualitative data (e.g., focus groups) will be used to evaluate these outcomes.

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? *

Delta College is part of the Delta Sierra Adult Education Alliance (DSAEA) and the mission is to accelerate Adult Learners' successful transition to college, career, and community. DSAEA offers English as a Second Language (ESL), Career Pathways, Basic Skills, and High School Diploma/Equivalency at many sites throughout San Joaquin County. In support of adult learners, we have not yet offered robust career exploration within the Transfer and Career Pathways (TrACs) or an exploratory/undeclared TrAC for students to help students select their pathway. Working adults are seeking short-term training options and students do not know about all of their options.

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

Over the past few years, the CAEP program/DSAEA has completed the following actions to overcome these challenges:

- Implemented DARTE Program - a cohort for recently transitioned adults to complete High school equivelancy and learn about TrACs with the connection to employment opportunities
- Align 3 year plan with Delta's strategic plan
- Engage CTE faculty to work on curriculum integration, tours, etc. to showcase opportunities to adult learners
- Offering Delta Satellite course (Electrical 30) at Manteca Education and Training Center
- Dedicated Delta College Resource Specialist to work with transitioning adult school students

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	Enhanced navigation guidance for students entering guided pathway system.
Intermediate Outcome	Integrated curriculum between adult school and Delta College to create a bridge
Long-Term Outcome	Increased demand from employers for students to complete guided pathway programming

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

Internal working group will track and monitor progress and will regularly monitor progress toward the strategic plan metrics for this population of students.

10. Strong Workforce Program (SWP) Integration *

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

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

Starting Integration

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

SWP is fully committed to supporting the pillars of Guided Pathways for all students to access CTE pathways that lead to high-wage, high-demand careers. The greatest challenge we are facing in helping students Enter the Path, is awareness of CTE program pathways within our local community. Many don't know about all the CTE programs at Delta College nor how the program pathways lead to living wage attainment. Additionally, there is a lack of opportunities for prospective students to learn and explore more about the CTE pathways. This challenge is aggravated by the College's beleaguering issues of staff shortages, particularly within our Marketing and Outreach offices. Our capacity to serve our community is one of the biggest challenges.

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

SWP has shifted the focus from enrollment to awareness by initiating more grass-root efforts in the community to increase engagement and promotion of CTE programs. In partnership with K12 partners, CBOs, Adult Ed's DARTE program and CalWORKs program, we have increased collaborative efforts to create awareness (Enter the Path) and increase retention (Stay on the Path), on-campus and off-campus. These efforts help to fill the need for the systems that serve students that could potentially enroll or are currently enrolled at Delta. SWP has also provided instructional support assistants to many CTE programs to help increase student access to learning in the classrooms and laboratories, especially within programs that serve high DI groups. SWP is dedicating a lot of resources to purchase of state-of-the-art equipment to enhance instructional programs and also support increasing awareness.

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

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

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Reduce barriers, ensuring equity and providing support services for students career education paths
Intermediate Outcome:	Integrate services to assist with student progression and completion of career education pathways
Long-Term Outcome:	Facilitate workplace learning strategies and/or job placement for students

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

We are working with the Institutional Research and Effectiveness Office to routinely run persistence and completion data to view trends and areas where we need to focus our efforts to boost student success.

Certification

Plan Approver

Tina Akers
Dean of Institutional Effectiveness, Equity, and Achievement
tina.akers@deltacollege.edu
(209) 954-5039 ext: 5039

Approved by Tina Akers

05/12/2023 08:14 AM PDT