

# Guided Pathways Steering Committee Meeting Agenda

## Wednesday, April 2, 2025

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### **1.0 Procedural Matters**

- 1.1 Call to Order
- 1.2 Approval of Agenda—Meeting on April 2, 2025
- 1.3. Approval of Minutes—Meeting on March 5, 2025
- 1.4 Introductions & Brave Space Guidelines

### **2.0 Informational Items**

- 2.1 Guided Pathways (GP) at School of Continuing Education
- 2.2 English Department AB705 Work Plan Report
- 2.3 GP Pillar Subcommittees Data Focused Work Session
- 2.4 SEAP Update: Highlighting Connections with Guided Pathways

### **3.0 Good of the Order & Adjournment**

Next meeting: Wednesday, May 7, 2025

## Steering Committee Membership

The charge of this committee is to ensure the successful implementation of the 2022-2026 Guided Pathways Work Plan and future College Guided Pathways commitments.

Cecilia Lorenzo Evangelista, ASG Representative

**Dennise Cruz, ICC Vice President (*alternate*)**

Johnny Whitehead Non-Credit representative

Daniel Cristobal, Student Services Coordinator CFTE & Future Educators Success Coach

**VACANT, Classified Professional**

Claire Coyne, Academic Senate President, Co-Chair

Chantal Lamourelle, Student Equity Coordinator

Susan Hoang, Faculty Professional Development Coordinator

Jacqueline Margo, OER/ZTC Representative

Dr. Osiel Madrigal, Non-Credit Faculty Representative

Carrie Patton, Non-Credit Faculty Representative

Kristen Robinson, Curriculum & Instruction Chair

Dr. Vaniethia Hubbard, Vice President Student Services

Dr. Jeff Lamb, Vice President Academic Affairs

Dr. Jim Kennedy, Vice President Continuing Education

Dr. Greg Toya, Dean Student Affairs

Dr. Matt Morin, Dean Academic Affairs

Dr. Maria Dela Cruz, Dean of Counseling

Tanisha L. Burrus, Director of Student Success, Co-Chair

Christina Wagner, Director of Career Center

### **VACANCIES**

- Outcomes Assessment Coordinator
- Counseling Faculty
- (1-2) Adjunct Faculty

## **GPSC Presenters & Guests**

- ❖ **Reni Araque, ODEI Program Coordinator**
- ❖ **Sara Kelley, English Professor**
- ❖ **Dr. Jesus Miranda, Dean, Instruction & Student Services, SCE**



# Brave Space Guidelines

- Be true to yourself.
- Commit to learning from each other.
- Acknowledge each other's experiences.
- Trust that others are doing the best they can.
- Challenge the idea and not the person.
- Speak your discomfort.
- Step Up, Step Back.
- Work to recognize your privileges.

# ENGL-101 Student Success: Impact of Support & Learning Center Use (Fall 2019 – Fall 2023)

## Enrollment Overview:

- Total ENGL-101 students: **15,286**
- With ENGL-066 Support: **2,361 (15%)**
- Without Support: **12,925 (85%)**

## Key Insights:

- ✓ **Learning Center (LC) Boosts Success:**
  - Students who visited the LC had significantly **higher success rates** every term.
  - *Spring 2021 Example:* LC visitors: **94.7%** vs. Non-visitors: **53.2%**
- ✗ **Support Class Alone Isn't Enough:**
  - Students *without* support outperformed *with support* in 3 terms:
    - **Fall 2019, Fall 2022, Fall 2023**
- ✦ **Best Results = Support + LC Visit:**
  - Students in support **and** attending LC had the **highest success rates**.
  - Particularly strong in:
    - **Spring 2022, Spring 2023, Fall 2023**

## Conclusions:

- LC attendance is the strongest predictor of success.
- Students in support sections are more likely to visit LC (26.6% vs. 15.7%).
- **Lowest success:** Unsupported students who **did not** use the LC.

# Update on Proposed Activities

## Key Goals for Spring 2025

- Expand and improve embedded tutor training
- Collaborate with Learning Center & campus programs
- Distribute laptops to English 066 students

## Outcomes Spring 2025

- Created online embedded tutor training; hosted training for embedded tutors and instructors during flex week. Additional training planned after spring break.
- Collaborated with Learning Center to offer HSS course (targeted support) as well as EOPS
- Purchased two laptops carts that are now available for checkout through the Learning Center.
- Recently completed survey of English 66 students; still accessing data and waiting for report from SAC Research.

# Guided Pathways Pillar

## Subcommittees Charge & Update

### Charge:

- The Pillar Subcommittees will collaborate to develop and implement a plan to accomplish the assigned GP WorkPlan goal(s).
- They will also assess contributions from other areas and departments toward these goals.
- Additionally, the committee will gather and store all related information in TEAMS.

### 10 Goals/Metrics

- Successful Enrollment
- Persistence: First Primary Term to Secondary Term
- Completed Transfer-Level Math & English
- Transfer
- Completion
- Student Equity and Achievement (SEA) Program Integration
- Associate Degrees for Transfer (ADT) Integration
- Zero Textbook Cost to Degree (ZTC) Program Integration
- California Adult Education Program (CAEP) Integration
- Strong Workforce Program WP Integration



# GP Subcommittees Work Session & Update (30 minutes)

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- ❖ Leads Introduce Pillar Goals
- ❖ Complete the Progress Sheet
  - See SAC Research data links and SEAP 2022 Data Chart
- ❖ Brief Share Out & Feedback from Group





# PILLAR 1: CLARIFY THE PATH

## By 2026, Our Goals Are:

Progress as of 3.5.25

### Transfer

- ❑ Increase student transfer rates by 2%
- ❑ Increase campus-wide awareness of AD-Ts through marketing and SAC Catalog
- SAC Transfer Summit -Friday, March 28th
  - Purpose: Faculty, administrators and staff committed to enhancing the transfer experience for students. This summit serves as a platform for collaboration, innovation, and shared learning, bringing together experts and practitioners to discuss best practices, emerging trends, and strategies to support transfer pathways.

Effectiveness will be measured by: Pre & Post Survey

### FOCUS: Close equity gaps for male students

By establishing internal and external partnerships that will support a SAC community culture where male students are connected to support services and experience a sense of belonging

**Year 2 Target:** Increase male students transferring to a four-year institution in three years from 126 to 146 students (20 students or 15.9% increase)

**Year 3 Target:** 146 to 169 students (23 students or 15.9% increase)

**Co-Leads: Dr. Maria Dela Cruz, Leo Pastrana & Vanessa Orozco-Martinez**

**Equity Goal Facilitator- Professor Alondra Hernandez**

**SEAP Goal #4: Transfer to a Four-Year Institution within Three Years: All Males**

## PILLAR 2: ENTER THE PATH

### By 2026, Our Goals Are:

✓ = Goal Met

Progress as of 3.5.25

#### ❑ Early Decision Initiative

- ✓ 75% of high school seniors participating in SAC's "Early Decision" initiative will enroll and matriculate in the upcoming fall semester. (2023-2024)
- ✓ Maximum number of students served for any day of Early Decision to 90 students or less

#### California Adult Education Program (CAEP) Integration

- ❑ Number of engagement opportunities for credit faculty to learn about noncredit programs
  - Student Success Conference 2025
- ❑ Number of articulation agreements established to support noncredit to credit transition.
  - ❑ **Dual Enrollment Tracking System**

### FOCUS: Close equity gaps for Black/African American students

Increase Black/African student enrollment from **26 to 43 students (17 students)** and create a sense of belonging and community for Black/African American and other disproportionately impacted students.

**What is being done across campus to increase enrollment?**

**FOCUS:** Student Success Conference (Non-Credit) Date: Spring 2025: March 14th

**Co-Leads:** Dr. Greg Toya, Dean of Student Affairs, Dr. Refugio Rodriguez, Director of Career Ed/Dual Enrollment

**SEAP Equity Support Coordinator-** Chantal Lamourelle, **Equity Goal Facilitator-** Dr. Anushi Seneviratne

**SEAP Goal #1:** Successful Enrollment in the First Year: All Black/African Diaspora students

### **Pillar 3: Stay on the Path** **By 2026, Our Goals Are:**

#### **1. Persistence: First Primary Term to Secondary Term**

**A target goal of 57% or more of all SAC students will persist from their first primary term to the second term.**

##### **Focus:**

To support, male students, and intend to increase from 1305 to 1482 students (177 students or 13.5%)

#### **2. Completion**

**Our local goal is to increase the vision for success definition of completion within three years by at least 12.5%.**

##### **Focus:**

We will strive to create a community culture where male students have stronger connections to support services and develop cross campus relationships/mentorships that foster their sense of belonging to increase their completion rates also by 12.5% *(in alignment with SEAP)*

#### **3. Zero Textbook Cost to Degree**

**Identify ZTC pathways for the Zero Textbook Cost Program grant (Intermediate and Long Term)**

##### **Focus:**

- Develop and implement plan for permanent funding
- Necessary faculty release time for creating Open Educational Resources
- (OER)/ZTC courses and updating curriculum per Curriculum and Instruction Council regulations
- Establishing a dedicated faculty OER/ZTC coordinator

**Lead: Dr. Marvin Gabut, Director of Special Programs, Distance Education**  
**Equity Goal Facilitator- Dr. Christopher Becerra & Professor Helen Serrano**

**SEAP Goal #3 Persist First Primary Term to Subsequent Primary Term: All Males**

**SEAP Goal #5 Attain the Vision for Success Definition of Completion within Three Years: All Male students**

## Pillar 3: Stay on the Path

### 3. Zero Textbook Cost to Degree

#### Goals:

#### **Immediate: Identify Zero Textbook Cost (ZTC) pathways for the ZTC Program California Grants**

- 2- ZTC Pathways exist, Business and Liberal Arts (currently verifying courses are still offered).
- 11 ZTC Pathways are being established: ASL, Paralegal, Public Fire Services, Retail Management, Caregiver, Entrepreneurship and Innovation, Geology, HVAC-R, International Business, Library Tech, and Math.
  - Of the 11 pathways, Geology, Math, and Library Tech, were assigned collaboration cohorts to avoid duplication of efforts.
  - Collaboration Cohorts for Math, Geology and Library Tech have concluded and are now ready to continue to work on these pathways.
  - Additional California state grants for a ZTC Psychology pathway and updating Liberal Arts Math through an OER Expansion grant

#### **Focus (subgoals):**

- Necessary faculty release time for creating Open Educational Resources . Currently, faculty participating in ZTC state grants receive non-instructional LHE, but no release time. .
- (OER)/ZTC courses and updating curriculum per Curriculum and Instruction Council regulations
- Establishing a dedicated faculty Open Educational Resource (OER)/Zero Textbook Cost (ZTC) coordinator
  - Jaqueline Margo was hired Spring 2024
  - Time of assignment: Spring 2024 -Fall 2026

**Update as of 3.5.25:** Distance Education is in the process of institutionalizing the conversion of courses to ZTC. Currently, DE is gathering data from faculty involved in this transition to assess the necessary budget allocation for the permanent funding of this ongoing initiative. The target implementation is set for Fall 2026.

#### Current Zero Textbook Cost (ZTC) Pathways:

- Business
- Liberal Arts

## Pillar 4: Ensure Learning By 2026, Our Goals Are:

### 1. Completed Transfer Level Math & English

Less than 50% of students complete in first year.

**Focus:** Increase the current completion rate of Transfer level Math and English from 9% to 25% by end of 2026.

### 2. Student Equity and Achievement Program

**Immediate:** Increase capacity for positions that are solely dedicated to the Guided Pathways and Student Equity and Achievement Plan work by surveying and evaluating the current SEAP positions and the level of work capacity among leadership, administration, classified staff and faculty to fully integrate both plans.

**Intermediate:** Continue to engage in deep inquiry to assess effective ways our SAC community may develop race-conscious and retention practices of staff and students so that the GP goals can be realized.

**Long-Term:** Create dedicated GP and SEAP combined workgroups that continue to communicate and propose ways to embed culturally relevant pedagogy and practices across the SAC curriculum and the culture and practical ways that we can remove barriers and redesign systems for our SEAP identified student populations as well as successful campus wide student achievement.

### 3. Strong Workforce

**Immediate:** Review highest priority Career Education (CE) programs to identify needed equipment and curriculum updates

**Intermediate:** High priority programs leverage SWP funding to work with regional employers to update curriculum and purchase needed equipment

**Long-Term:** All CE programs complete the process of reviewing curriculum and equipment to ensure labor market relevance

**Lead: Professor Chantal Lamourelle, Equity Coordinator**  
**Equity Goal Facilitator- Professor Rosa Bernal**

**SEAP Goal #2 Complete Both Transfer-Level Math and English within the district in the First Year: All Veteran students**