Equity & Student Completion
Guided Pathways Strategic Plan - May 2020

Prioritization

Career Activities

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2	Develop and map Career Student Journey that is customizable for diversity of student needs.	1
4	Research program selection patterns among historically underrepresented students and provide support and offer information to students on living wage, stackable certificates, and advanced education opportunities to support broadest career trajectory.	2
7	Develop a plan to scale equity informed internships and work based learning opportunities for students. Includes Professional Development for faculty supervising students in these settings. Explore service learning, group projects outside of class, experiential learning, etc.	3
1	Design each program of study to guide/prepare students to enter employment and further education in fields important to our community including CTE and Transfer.	4
10	Maintain digital and career planning resources, i.e. Career Coach, Roadtrip Nation's Roadmap to Careers, Eureka, and Sierra Job Link, for campus community. Provide resources to assess and explore career options tied to personality, skills, and interests.	5
3	Provide information on the college's website regarding the employment and further education opportunities targeted by each program.	6
9	Educate and communicate to college community and students living wage information – definitions, regional needs, stackable certificates and degrees. Provide labor market information for showing paths to employment and livable wages.	7
5	Develop materials and activities that clarify CTE pathways; provide specialized enrollment support for noncredit, bootcamp, and industry-specific CTE courses.	8
8	Coordinate career engagement by Interest Area and program to employers including multiple CTE areas such as SMUD, Roseville Electric, PG&E, HP, Sacramento Kings, Teichart, Bureau of Reclamation.	9
6	Explore integrating career exploration in adult, middle and high schools so students identify pathways at Sierra College	10

District Activities

16	Work towards developing a culture of assessment so resource allocations align with effective program and practices.	1
17	Develop activities that Increase diversity and equity-mindedness in hiring.	2
13	Provide for a visually inclusive campus, classrooms, and workspaces.	3
11	Create opportunities to capture student voices in planning processes for Guided Pathways and Equity work.	4
12	Implement technology integration plan resulting from 2019 Partnership Resource Team (PRT) process.	5
14	Develop a campus climate response plan addressing how we will support a respectful and welcoming environment through educational opportunities and informal resolution of campus climate incidents.	6
15	Redesign the Sierra College Website beyond academic pages	7
19	Explore possibility and implications of institutional support for equity related co-curricular programming	8
18	Explore creation of an Out List where employees of the district who identify as LGBTQIA can voluntarily out themselves.	9

Instructional Activities

20	Develop and support equitized instruction, courses and course materials, including syllabi, assessments, and practices to achieve inclusive, equitable, and learner-centered environments and activities.	1
26	Review English, Math, and ESL success data (quantitative & qualitative) subsequent to AB 705 implementation. Add additional/Augment student supports and faculty professional development to continue increasing student success.	2
29	Assess current student success course offerings and develop a comprehensive course for all incoming students.	3
22	Explore involvement opportunities including professional development for PT faculty that are incentivized and accessible.	4
34	Examine disaggregated success data in online courses and create professional development to address equity gaps.	5
30	Support participation in dual enrollment in college/high school English and math courses, particularly among DI and historically underrepresented populations. Explore impact of AB 705 and other curricular alignments to create seamless English and Math pathways for students from HS - College.	6
23	Develop goals and timeline for faculty equity coaching and observations.	7
21	Examine possibilities for infusing equity mindedness in the curriculum review and approval process.	8
24	Assess use of live streaming between campuses to enable access to more courses, particularly for intermediate and advanced level courses not offered online.	9
32	To better inform planning, coordinate groups currently using data tools such as Predictive Analytics - Strategic Data, Ad Astra, Equity Dashboards, etc. to maximize impact and reduce overlapping efforts.	10
25	Provide Faculty Prof. Development regarding the effective use of data. Encourage further exploration of instructional strategies informed by data.	11
31	Explore aligning program review process with college goals/metrics and guided pathways frameworks.	12
33	Explore development of program outcomes for General Education pattern.	13
27	Explore providing opportunities for students to learn and apply English through Interest Area specific writing and research assignments.	14
28	Explore providing opportunities for students to learn and apply math through Interest Area specific quantitative reasoning and research assignments.	15

MAP/SEP/Ed Goal Activities

42	Develop, evaluate, and implement a process and timeline by which a student receives an abbreviated or comprehensive ed plan. Possible link with career continuum.	1
41	Develop required interventions before students can change major and update SEP.	2
36	Reassess the criteria to determine when official college transcripts are required and evaluated.	3
38	Within templates, identify particular courses (i.e. gatekeeper, obstacle courses, high impact courses, SLO Tracking Sheet) to help students progress and overcome barriers. Data can help determine where additional resources and support services are needed.	4
35	As templates are revised, department faculty and counselors are provided tools/resources including options of classes with a primary focus on equity.	5
37	Develop and implement a regular cycle by which programs of study are mapped and accessible on the college website. Develop templates with 15 units per term/30 units in a year, including Math and English in the first year, and limiting excess units. Provide considerations for PT students.	6
40	Review and assess materials, technology, and tools to ensure students have clarity on their options in math, English, and ESL courses.	7
43	Consider waiving GE Pattern for Students who already have a Bachelor's Degree.	8
39	Develop and implement a plan to educate and demonstrate the economic effects of extending length of education.	9

Professional Development Activities

49	Develop a plan to ensure all online classes meet and exceed the accreditation requirements for substantive interaction between instructors and students and among students.	1
44	Provide Professional development related to the equity and inclusion core competencies for all employees supporting an empowered and inclusive work environment.	2
45	Provide equity minded training for all staff. Maximize number of faculty completing equity and inclusion certificate series.	3
48	Connect learning in the classroom to 21st century skills necessary for college and career success.	4
47	Support and engage in equity practices that create an environment of inclusion. Communicate and collaborate in a culturally inclusive and respectful manner.	5
46	Provide training for classified staff on customer service core competencies.	6

Strategic Scheduling Activities

52	Leverage use of Ad Astra and other tools to develop efficient schedule that meets student program demand, reduces bottlenecks, and speeds time to completion including course offerings to allow students to complete 15 meaningful units per term and expansion of alternative offerings (online, hybrid, short-term, summer, cohorts, etc.)	1
53	Explore and develop alternative course offerings (online, hybrid, short-term, summer, cohorts, etc.) to meet non-traditional student needs.	2
54	Create student centered templates and develop class schedules to better meet the needs of CTE students regardless of location.	3
51	Develop AB 705-compliant services/programs to support students who are not successful in college-level math and English with support (S courses), including potential use of summer session.	4
50	Explore innovative ways to deliver select majors/certificates to meet non-traditional student needs.	5

Student Support Activities

55	Assist incoming students to develop career, education, transfer goals that can be built upon throughout the journey of a student; record goals or status so that they are accessible.	1
70	Develop and identify a plan to scale support services to improve retention	2
82	Expand Trauma Informed training for staff. Ensure that counseling is available to students for incidents of hate and trauma.	3
65	Identify institutional barriers preventing eligible students from accessing financial aid opportunities. Develop financial aid materials and activities that clarify financial resources for students and parents. Plan implementation of CPOS (paid on ed plan)	4
68	Leverage Sierra Connect to alert when students are at risk of falling off their program plan. Provide interventions to support students to get back on track.	5
69	Leverage Sierra Connect to identify and implement those interventions having the most positive impact and ability to scale.	6
79	Research and develop virtualized option for appropriate student services and instructional activities (i.e. - student hours).	7
59	In addition to existing programs such as RISE, Umoja, and Puente, assess and develop culturally responsive programming/cultural cohorts and adjust as new DI and historically underrepresented populations are evidenced.	8
62	Assess Undocumented Student Center services to determine how best to meet student needs, financial support, and opportunities, etc.	9

58	Provide early, focused, and tailored outreach to K-12 (including dual enrollment) to disproportionally impacted and underrepresented student groups. (i.e.-peers, website, marketing, collaborate with college and community partners, bilingual information nights, parent/family engagement, etc.)	10
71	Assess utilization and effectiveness of existing student engagement centers to determine future plans including potential co-location and marketing of services.	11
63	Explore needs of pregnant and parenting students to determine how best to meet child care needs (community partnerships, regional agencies, on-site childcare/child development center, etc.)	12
72	Provide early and ongoing career, transfer, and educational goal exploration throughout the student journey through to completion. Record goals or status so that they are accessible. Ensure promotion of all options for students including certificates, ADT, TAG, and stackable opportunities that supports the broadest career trajectory as soon as possible.	13
77	Identify and provide specialized services for adult/returning students. Explore and develop timeline for creating culturally responsive plans/activities for these populations.	14
73	Provide outreach/recruitment materials and activities that inform and connect students to academic, counseling, financial and social support programs.	15
81	Develop and assess LGBT Advocate positions to provide additional supports for LGBT students (i.e. support groups). Leverage community partnerships as appropriate.	16
56	Assess and align tutoring services in a guided pathways framework towards student success and equity including accessible (out of the box thinking) study/tutoring for evening and online students, etc.	17
80	Evaluate and assess technological needs of students.	18
64	Explore Public Transportation partnerships with regional transit (i.e. Placer County Transit)	19
76	Redesign special programs to align work with Interest Areas. Establish baseline services so that special pops can determine above and beyond services and accept more eligible students. Leverage technology to simplify student experience. Raise awareness of and access to program so that faculty, staff, and community can make referrals.	20
66	Identify and provide specialized enrollment services for adult/returning, non-credit, ESL, and other non-traditional student populations .	21
60	Expand OER Resources: Full Degrees & Certificates with 0 textbook costs.	22
61	Explore 72 hour waiting period before withdrawing to allow opportunity for intervention.	23
57	Consider integrating Canvas grade book and Sierra Connect. (Banner integration)	24
78	Transfer bound students are notified when it is time to complete a CSU/UC application.	25
74	Research impact of PT vs. FT unit taking behavior related to financial aid, support services, etc. Economy of PT unit taking	26
75	Research opportunities to provide financial literacy workshop to all students.	27
67	Identify and contact General Studies students for career/program of study intervention to support students moving from General Studies into a program.	28