

# Preview

Status: Draft

## Details

### College

Santa Ana College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

## Contacts

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Awaiting Submittal

### Academic Senate President

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Awaiting Submittal

## Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

### SSM Data Sharing

I agree with the SSM data sharing.

Yes

## Pillar 1. Clarify the Path

### Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

#### Scale of Adoption at Our College

At scale

#### Progress to Date

##### Progress to Date Implementing Practice

Our Career and Academic Pathways (meta-majors) were unveiled in fall 2019. Our 270+ programs have been arranged into a total of eight Career and Academic Pathways (CAPs);

- 1) Art, Media, and Performance
- 2) Automotive and Engineering Technology
- 3) Business and Paralegal
- 4) Child Development, Education, and Library Technology
- 5) Computers, Math, and Science
- 6) Humanities, Social Sciences, and Languages
- 7) Public Health and Safety
- 8) School of Continuing Education.

All incoming freshmen were sent an email during the summer inviting them to two-day, college-readiness workshops where CAPs were introduced. Also, in the fall of 2019, the college held a college-wide Career and Academic Pathways Exploration Fair. High-school students from our college service area were bussed to the campus to participate as were students from our school of continuing education. Continuing students also participated. Booths were arranged by CAP with faculty and staff available to answer questions about programs and careers. Students also received t-shirts, pins, and water bottles with icons matching our CAPs. The event was well attended and there are plans to continue marketing efforts such as this.

Our college application now lists our CAPs rather than our 270+ programs. Once a student selects their desired CAP, they will then be provided with a listing of programs contained within the CAP as their desired program of study.

Santa Ana College's work to promote CAPs hasn't slowed down since our CAP launch. In Spring 2020 we launched our Guided Pathways subsite redesign that included the CAPs presented with identifying colors & icons. The site presents career-related data and projections related to each CAP, as well as a brief profile of what each CAP represents and a structure of searching and filtering programs by type and then leading to program maps.

In fall 2020, we further strengthened our CAP presence through a CAP Success Team orientation event that invited all incoming students to attend and meet their success team members and find out about their associated CAP. Our college also launched Guided Pathways weekly announcements that included CAP related Career Exploration events. Our Success Teams manage and market these events to their respective base and each CAP has been assigned a particular month for career exploration, during which their events are highlighted campus-wide and our Career Center has been an active partner in the Career Exploration marketing and scheduling.

## Timeline for Progress to Date

### Term and Year

Fall - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Our college needs to begin thinking about how our operational processes will shift from a division structure to a Career and Academic Pathway structure. The Success Teams will be leading this charge. Success Teams are actively considering how to improve their CAP communities to further build a community around related programs. This includes career exploration & educational planning as 2 of our primary goals.

While we may not be able to re-organize our administrative structures to immediately reflect these meta-majors, we do hope to organize centralized areas of our campus to more clearly align with these groups.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice B

**Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.**

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Program maps containing further education and employment are complete and verified for local degrees and degrees-for-transfer (AA / ADTs) with a significant portion of career certificates complete, and map collecting is ongoing.

Our campus also utilizes the Superstrong inventory during our onboarding events to assist students in aligning their strengths to career pathways. SuperStrong Interest Inventory is aligned with our Career and Academic Pathways (meta-majors) and is available to all students through our Career Center. Approved program maps that contain guidance and descriptions have been published on our website and are now available to current and prospective students.

To see our progress, below are our Career and Academic Pathways home pages with career snapshots to further inform visitors of related careers:

- 1) Creating Our World: Art, Media, and Performance
- 2) Design, Make and Move: Automotive and Engineering Technology
- 3) Money Matters: Business and Paralegal
- 4) Future Educators: Child Development, Education, and Library Technology
- 5) STEM: Computers, Math, and Science
- 6) People, Ideas, and Culture: Humanities, Social Sciences, and Languages
- 7) Helping Others; Public Health and Safety
- 8) Building Bridges: School of Continuing Education.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

We are in the last phase of publishing and collecting maps for our website.

Next steps will require entering program maps into our curriculum system to assist students in tracking their progress. An additional graduation specialist may be required to maintain this work annually.

We will also want to make program map review a part of the regular curriculum cycle, when programs are updated we will want a new map designed to confirm or edit the published 2-year plan.

Developing additional milestones related to educational & career goals will be essential. There is talk of a career map to assist all students in developing a professional profile during their educational journey.

### Term and Year

Spring - 2021

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

It would be beneficial to have a program mapper system that allows for the maintenance of program maps as they are submitted, reviewed, and verified. Unfortunately, we are unable to use the program mapper used by Bakersfield College, and other colleges, due to our use of SharePoint.

### Support Needed - Detail

It would be beneficial to hear how peer institutions are attending to maps on an annual basis without the Bakersfield mapper model.

Technology support, this work requires many hours of technical support for publishing and is not sustainable with our current organizational structure where online publishing is not centralized.

### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

## Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Program maps are published on our website and are linked to our CAP profiles that include prominent timely career data. These Career snapshots are available to students on the college website and contain educational requirements for particular careers, as well as salary and job outlook information. Program pages are also linked to our Success Team information so that students with questions can access their team directly from any program site.

#### Equity Considerations:

As part of our Guided Pathways implementation, we have recently unveiled our Guided Pathways subsites linking from our main college site ([sac.edu/guidedpathways](http://sac.edu/guidedpathways)). These new subsites are easier to navigate with large icons, concise font, and accessible to all. At our School of Continuing Education (SCE), the entire website has been updated (version 1.0) to be more comprehensible and user-friendly for our student population ([sac.edu/sce](http://sac.edu/sce)).

The addition of career snapshots available on our Guided Pathways subsites provides information about desired education, yearly income, and job outlook for careers aligned with college programs.

Our Digital Media Specialist will continue to ensure that College webpage subsites are updated, are more easily navigable, and are ADA compliant.

Our Web Design team ran several focus groups that included diverse student and campus voices to address user-experience issues and organizational issues that need to be addressed through the site.

The School for Continuing Education (noncredit) also redesigned their site to support those students who have less experience with technology to improve student access to maps, certificate information and support. These noncredit pathways especially serve our formerly and/or currently incarcerated students.

Overall our site offers spaces for special groups, and our Success Teams, which are aligned to each Career & Academic Pathway, have developed intrusive communications to support lower-income students by providing information about our financial aid process, first-generation by educating students about the English/Math requirements for AA/ADT programs and we hope will develop additional formal and informal spaces for our special populations to thrive in both formal (Veterans affairs office for example) and informal (student clubs / casual study groups) settings. While we have not addressed all groups individually at this time, our next steps in Success Team growth will include disaggregated data to identify these groups.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

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### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Next Step towards 'At Scale' will be to point to the Transfer Center from all AA program maps website pages.

#### Term and Year

Spring - 2022

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Creating a useful website that isn't overly cumbersome to navigate and/or maintain. i.e. Keeping it simple.

**Support Needed - Detail**

It would be helpful to learn about best practices in the areas of embedding useful information that students can actually digest. How to train our campus in thoughtful student-centered communication design.

**Type(s) of Support**

- Policy guidance
- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

**Practice D**

**Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice**

Santa Ana College has mapped out all AA and AA-T degrees. Many certificates are mapped.

These completed maps are published to the SAC Guided Pathways subsite and are available to current and prospective students.

We have committed to completing the first phase of map publishing this fall 2021, and have plans to implement two additional phases improving map utilization.

**Timeline for Progress to Date****Term and Year**

Fall - 2019

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Next steps related to our maps includes tying the courses in the maps to our registration/scheduling system, and also connecting all ADT/AA/AS degrees to the Transfer Center for clearer access to further educational opportunities.

We intend to define a curriculum process this year for review of these maps, one that considers the annual catalog timeline so that maps are accurate and timely.

Our Career & Academic Pathways Success Team members are currently evaluating how to include program map information in the onboarding process during orientation.

Our Engineering program is piloting a Career Exploration Map to guide students (and faculty) in discovering career opportunities on our campus and through our available Career-centered programs. We hope this will also offer goals and milestones to assist students in 'staying on track' and preparing to enter the workforce.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

See 1c. and 1d. related to the barriers of program mapping and publishing for student use.

### Support Needed - Detail

Technology offered state-wide as a solution to mapping would be encouraging. As stated previously, hearing from peers who are not using a recognized 'mapper' program to address this need would also be helpful. We would like to understand how others are managing this item so that it is sustainable without additional personnel.

### Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

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## Practice E

**Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).**

### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice

Meta-majors were designed with Math and English requirements in mind and therefore align with required Math courses. Program maps (AAs/ADTs) were developed with counselors and therefore do address the appropriate Math requirements where necessary. In addition, our catalog includes a 'Math Map' to assist students in enrolling in the appropriate math and our Assessment Center also assists students in advising for proper enrollment in required math courses.

### Timeline for Progress to Date

#### Term and Year

Fall - 2020

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Our EntryTeam is addressing a Quantitative Reasoning 'Map' to better educate students on their opportunities for fulfilling this degree requirement. As more opportunities arise for fulfilling these requirements (for example, there are now courses in both Business and Psychology that qualify in Quantitative Reasoning for the CSUs), there will need to be more education available to students and faculty about these required courses.

#### Term and Year

Spring - 2022

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Pillar 2. Get on the Path

### Practice A

**Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.**

#### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice

##### From fall 2020

During the 2020-21 academic year our Outreach Office, in collaboration with our Student Support Services, on-boarded over 3000 entering students through early decision and orientation (SACDay). All onboarding includes assessments that utilize our SuperStrong matrix to assist students in identifying strengths alignment with careers and our local meta-majors.

In addition, those entering students who did not have digital education plans at the start of our Fall 2020 semester were contacted directly by our Success Team Success Coaches and were encouraged to develop an ed plan that aligns with their career goals. Further career exploration was provided college-wide through monthly Career Exploration events. Each month these events were tailored to a meta-major area in an effort to both highlight related careers to programs, while also encouraging career exploration for those students who are undecided.

##### New for fall 2021

We continue to scale our Success Team work and phased rollout out of Starfish to help every student in career exploration & educational planning.

Beginning in spring 2020, we implemented Canvas shells related to our CAPs, which has allowed us to communicate directly with our student body through timely announcements from their Success Teams. These announcements include marketing all Career Center workshops for career exploration,

Current students are encouraged to retake Superstrong to assist with verifying the program of study. Our Guided Pathways 'Entry' team is focused on tying this tool more intentionally into our onboarding process.

Early decision students and new student orientation includes a strengths exploration and alignment into careers as students declare their program of study.

All entering students are in a Career & Academic Pathway to assist with achieving this goal, and all Pathways have Success Teams. Our Success Teams have goals related to contacting those students who are without an ed plan, the teams are also charged with making sure students are enrolled in English and Math their first year, and checking that students are in the correct major.

### Timeline for Progress to Date

#### Term and Year

Fall - 2021

### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Continue to scale our onboarding work and utilize our tracking tools to verify students have explored careers and made an educated decision about their program of study.

#### Term and Year

Spring - 2022

#### Term - Detail (optional)



Not Entered

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## Support

No support requested

## Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

### Scale of Adoption at Our College

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice

Special supports are in place to provide help to academically underprepared students. A specific achievement this year (Fall 2020) was the launch of Starfish to assist in identifying, contacting and tracking students who need additional supports to successfully complete their courses. These students are currently identified by their instructors and contacted by the appropriate office or a member of our CAP Success Teams.

Santa Ana College has actively worked across departments and campuses to offer support through our Learning Center, non-credit open enrollment Math courses, English-with-support and Math-with-support courses. Our campus regularly evaluates the success of these programs and has worked on better informing students of these diverse support options. Communication to students about these academic supports come from a variety of offices, including our Assessment Center, Outreach, Counseling, Weekly Announcements, the Starfish tool and a common 'Resources' module available in all Canvas shells (every courses on campus has an associated shell with support services embedded in the modules).

Special supports are in place for STEM and English/Math, which in many ways are gateway courses, but these supports are not campus-wide. We expect that Success Teams and CAP communities may build additional types of support out in informal ways, while formal support measures may need to be implemented through our Learning Center.

## Timeline for Progress to Date

### Term and Year

Fall - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Our campus is currently evaluating our response to AB 705 and implementing additional supports for students who might require these. Our next steps will be in advancing our instructor communication tools to improve connections to all available support services and opportunities for our students.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

While Santa Ana College has performed a great deal of work and effectively changed our assessment plans in response to AB 705, we are still not seeing the positive student completions/success rates as we had hoped.

#### **Support Needed - Detail**

We would welcome any additional support or guidance on proven effective measures or practices that peer institutions have enacted.

#### **Type(s) of Support**

- Policy guidance
- Connections with other Guided Pathways teams
- On-campus/individual training

## **Practice C**

**Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

#### **Scale of Adoption at Our College**

Scaling in progress

#### **Progress to Date**

##### **Progress to Date Implementing Practice**

See 2b above. While we have developed a variety of supports to provide help to our students in gateway math courses, we are still evaluating the success of these programs.

- Intensive support is provided for specialty programs such as TRIO, EOPS, Veterans.
- Co-requisite courses have been created to help students succeed in the "gateway" Math class. Both Stats and College Algebra courses have developed a half unit lab to correspond with a 'parent' course. This lab is designed to deliver just-in-time remediation of any prior skills for the students that may be missing. Designed in a way to emphasize pedagogical approaches that support student learning, this is done through group work, collaboration, peer learning, and exploration learning. Utilizing evidence-based practices: Problem-based learning. Shared learning. Peer-to-peer support.
- Starfish tool is used for Early Alert, and academic concern-related flags are directed to our Learning Center.
- College Learning Center is very active in connecting directly with students who require additional support, our Success Team coaches also assist with directly connecting students to these support services.
- Our Continuing Education programs offer a math 'bridge' program during the summer as well as offering weekly 'drop-in' math courses to assist students who are looking to get a little assistance in their classes.
- Our Assessment Center assists students in understanding their options when receiving their evaluations and works closely with our Counselors to be sure students receive the support their need.

Our Success Teams are also assisting students in enrolling in college-level Math their first year to keep students on track. This is in addition to our Success Coaches linking students to our Learning Center resources.

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#### **Timeline for Progress to Date**

##### **Term and Year**

Fall - 2019

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#### **Next Steps**

##### **Timeline for Next Steps**

##### **Next Steps Toward Implementing Practice at Scale**

We will continue to evaluate the effectiveness and expansion of our current supports. This includes evaluating the success of AB 705 and new support courses. We will also be inviting math department faculty to join in our equity certification work.

Our math department is actively involved in evaluating their work through a separate grant focused on identifying milestones and opportunities for intervention.

##### **Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Barriers: Funding embedded tutors, both inside and outside of the classroom. There is no permanent funding source. SEA has been the funding stream. The timeline is not necessarily aligned with the semester schedule, which creates some anxiety and confusion about how to embed tutors after the semester begins.

More difficult to hire, maintain and retain embedded tutors. We are curious if we can broaden our applicant pool. Embedded tutors at this time must be students with certain units and GPA in order to qualify. This same issue exists for hiring within the Math Center. IAs may be a better solution, but the hiring timeline may then be a larger barrier because we would need them hired a semester in advance.

**Support Needed - Detail**

It would be helpful to have regional training to inform on best practices to infuse equity into the math curriculum.

Research on student success rates post-AB 705 implementation may also be helpful in understanding the status of our efforts compared to other colleges.

**Type(s) of Support**

- Regional training
- Reporting/data

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## Practice D

**Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date**

**Progress to Date Implementing Practice**

- Co-requisite courses have been created to help students succeed in a college-level English class.
- Starfish tool is used for Early Alert, and academic concern-related flags are directed to our Learning Center.
- College Learning Center is very active in connecting directly with students who require additional support, our Success Team coaches also assist with directly connecting students to these support services.
- Our Assessment Center assists students in understanding their options when receiving their evaluations, and works closely with our Counselors to be sure students receive the support their need.

Our Success Teams are also assisting students in enrolling in college-level English their first year to keep students on track. This is in addition to our Success Coaches linking students to our Learning Center resources.

**Timeline for Progress to Date**

**Term and Year**

Fall - 2020

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## Next Steps

**Timeline for Next Steps**

**Next Steps Toward Implementing Practice at Scale**

Evaluate our current supports and cross-check these to student success outcomes. While we don't have data connecting our support use, direct student contact and student success metrics, we are hopeful that our Starfish tool will allow us to review our support services so that we can improve these. In addition, we are evaluating the success of our AB 705 work and new support courses at this time.

We will also be implementing Starfish predictive analytics to assist us in identifying students that may benefit from additional supports and/or interventions

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

Assuring that students are receiving the 'right' kind of support.

#### Support Needed - Detail

It would be helpful to have regional training to inform on best practices to infuse equity into the English curriculum.

Research on student success rates post-AB 705 implementation may also be helpful in understanding the status of our efforts compared to other colleges.

#### Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Reporting/data

## Practice E

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

Intensive support is provided for specialty programs such as TRIO, EOPS, Veterans.

Co-requisite courses have been created to help students succeed in the "gateway" English & Math classes.

Our assessment center assists with communicating support opportunities to students when they are given their evaluations, and work closely with counseling to place students in a classroom with the appropriate supports for a students' skill-level.

Our Success Teams are introduced to students during our SAC Day, provided the week prior to our semester start, and our Success Teams have a hands-on approach to communicating directly with students early in the semester that require support in the areas of financial aid, tutoring, and college-level English/Math completions.

Throughout the semester our Success Coaches connect students to any other support services deemed necessary using our Starfish communication tool.

Starfish has become an integral tool in notifying stakeholders of a student's need for intensive support. Student Success Surveys are launched twice a semester so that early interventions can take place. Our flags include early alert for Academic Concerns, Non-Academic Concerns, Attendance/Participation. Flags alert appropriate staff, counselors or learning centers who are assigned to reach out directly to the student to provide information and support. In addition, our Starfish team is thoughtfully addressing the digital communications sent to students so that support, resources and recommendations are embedded within the first contact made when students are identified through Starfish.

#### Timeline for Progress to Date

##### Term and Year

Fall - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Continue evaluating our student needs, expanding our intrusive approach to connecting students directly with the many support services provided on campus.

#### Term and Year

Spring - 2022

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice F

**The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

- Implement the Super Strong Inventory (SSI) delivery to high school seniors in SAUSD and to continuing students at SAC.
- Students who complete the Super Strong Inventory (SSI) will receive a Career & Academic Pathway (CAP) recommendation.

Students who participate in the new student orientation will gain a basic understanding of the matriculation process, student services, policies, and academic programs available

Our SCE has targeted classes to help students prepare to enter credit. (<https://sac.edu/sce/programs/collegeready/Pages/default.aspx>).

#### Equity Considerations:

Through our dual-enrollment and Promise program, our College is proactively partnering with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college

Our College is building bridges to high-opportunity college programs for students in adult basic skills programs. Examples of such programs are Talent search which is available in our local high-schools. Our Veteran's Resource Center and upward-bound programs serve to build college skills prior to enrolling in college.

Our TRIO Upward Bound helps High School students purchase SAT books and offers free SAT prep.

### Timeline for Progress to Date

#### Term and Year

Fall - 2020

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

We have developed a Transitions team who will develop an action-plan to encourage strategic support by faculty to expand early-college credit and outreach to get students in a program of study. Work more closely with noncredit to develop clear feeds into credit programs.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

## Pillar 3. Stay on the Path

### Practice A

**Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

Our Success Teams launched in fall 2020 and are monitoring entering students and focusing on making sure all students have a digital ed plan, are exposed to Career Exploration workshops and activities, have a FAFSA and are enrolled in Math & English. While this first year is focused on entering students, our plans include expanding our Success Team outreach through Canvas to better target and communicate with these students directly. As Starfish expands and offers more access to reporting and tracking data, we expect that our Success Team members will be more able to monitor and respond to students as they progress through their program of study.

Our counselors currently do not perform case management except through our special programs (EOPS, Veterans, MESA, etc.) While our counselors can review student progress, it is currently not monitored except related to financial aid issues.

(no changes from fall 2020)

#### Timeline for Progress to Date

##### Term and Year

Fall - 2021

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### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Continue intentionally exploring how Starfish and the Success Teams can support students in improved progress monitoring, both through formal and informal approaches for our students. Continue having conversations with our counseling division about opportunities or improvements in monitoring student progress.

Continue exploring tools to automate some aspect of this work.

We are focused on a concerted effort to give every student a digital ed plan and assigned meta-major.

Learning Communities (such as EOPS, Athletics, MESA, U-link, Promise) do have processes in place for monitoring completion.

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

Not Entered

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**Support**

No support requested

**Practice B**

**Students can easily see how far they have come and what they need to do to complete their program.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

We hope that as maps are closer to completion across the board, these will assist students to see where they are in their programs.

While we have a self-service 'progress' option, this tool is not well-operationalize and it's not truly a 'plan', but part of a digital education plan/program of study.

**Timeline for Progress to Date****Term and Year**

Fall - 2019

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

A tool exists in our self-service and is in the right place, but it would better serve our students with some changes to our operations such as graduation petitioning process or automated forms for ed planning. We also need to improve access to this for our students.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

While our self-service tool exists, we do not have the personnel currently in place to maintain curriculum tracks to offer an accurate view of student progress.

**Support Needed - Detail**

Additional personnel and/or funding related to alignment of curriculum, mapping and program track development within our self-service system.

### Type(s) of Support

- On-campus/individual training
- Technology support

## Practice C

**Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.**

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Santa Ana College is proud to be approaching 'at scale' with our monitored early alert system. While the scaling is in progress, we expect to see substantial improvement in our interventions as we continue to expand our use of the Starfish tool.

In fall 2020 our campus launched the Starfish tool to replace our previously existing Early Alert system. Guided Pathways spent the Spring 2020 preparing the workflow, identifying the groups and training our Starfish implementation team. The team planned a Starfish launch in conjunction with our CAP Success Team rollout. The Starfish implementation team initiated a campus-wide communications push to introduce Starfish as an early alert tool. This included Professional Development, Dean monitoring, Senate Presentations, and Starfish reminders in targeted Guided Pathways announcements to encourage faculty participation. To date we have had over 200 faculty utilize Starfish that has included:

2100+ Academic concerns

690+ Tutoring Referrals

600+ Attendance Concerns

340+ Non-academic Concerns

6300+ Kudos

Our Success Coaches on our CAP Success Teams assist with assigning flags to the appropriate learning center or office and initiating direct contact with the student when necessary. Tutoring Referrals are directed to the appropriate office and initiate the direct student contact for scheduling an appointment.

#### Equity Consideration

Our Success Teams are cross-collaborative teams of academic and student support services. These teams are focused on engaging students directly for issues such as financial aid, digital education plan development and even confirming that the students is in the correct major.

The teams are launching services in a phased approach, and we hope that as we develop clearer ways of building communities and communicating with students, the concept of *support* becomes a natural part of their educational community rather than a separate and stigmatized 'need'.

Our Starfish team is also working on system flags to identify students that require a variety of supports, so that we can reach them directly, and we hope some data found through the Starfish tool's tracking will inform our Success Teams in developing action-plans and goals related to additional support measures and interventions.

### Timeline for Progress to Date

#### Term and Year

Fall - 2020

### Next Steps

#### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Our goal for the next year is to expand the utilization of Starfish in an effort to approach 100% faculty adoption of the tool. As we increase faculty adoption, we are monitoring the need for additional staff to initiate the direct contact to students and manage tracking appointments via Starfish for a more comprehensive picture of our student needs.

#### Term and Year



Fall - 2021

**Term - Detail (optional)**

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Managing workload of implementing new systems college-wide.

**Support Needed - Detail**

Staff to manage the workflow as communication and appointment scheduling scales to full Starfish adoption campus-wide.

**Type(s) of Support**

- Other

## Practice D

**Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.**

**Scale of Adoption at Our College**

Not systematic

## Progress to Date

**Progress to Date Implementing Practice**

Career and Academic Pathways provide students who are unlikely to be accepted into limited-access program easier navigation to similar professions.

We are hopeful that the now widespread use of the SuperStrong instrument has reduced the likelihood of students choosing programs that do not align with their strengths. In addition, our University Transfer Center and individual meetings with Counselors are both used to provide feedback to students regarding likely acceptance to limited-access programs. Need to define “unlikely to be accepted.”

## Timeline for Progress to Date

**Term and Year**

Fall - 2019

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## Next Steps

### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale**

Addressing this issue will require providing applicants clear and direct communication (sometimes described as an intervention) about related programs, and developing a simple communication plan especially focused on connecting with those students who are not accepted into these limited-access programs would move us into the level of ‘at scale’.

Next steps will involve connecting with limited access programs to make sure this communication is taking place. There are only a few programs on our campus that may be identified this way (nursing, OTA/OTC, etc.)

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Identifying parties responsible for initiating communication with these students.

### Support Needed - Detail

Targeted communication training to make sure these students are advised appropriately.

### Type(s) of Support

- On-campus/individual training

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## Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

While scheduling is not systematically planned to reflect the program maps at this time. Our campus has formed an Enrollment Management team that will be addressing a variety of influential factors related to enrollment management.

#### Equity Consideration

At this time the this practice is being addressed through our Enrollment Management Taskforce, while the practice s not systemic, we intend to incorporate several Guided Pathways practices into our formal enrollment management plan to be confirmed in spring 2021. Relative to students being able to plan their lives around school, we are proposing an annual schedule rather than semesterly, as well as expanding our online and hybrid offerings to offer more flexibility to those students with other obligations, and a new block schedule that takes into consideration a variety of student factors.

### Timeline for Progress to Date

#### Term and Year

Fall - 2020

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Enrollment Management Taskforce is currently focused on developing a comprehensive plan in consideration of Guided Pathways and other initiatives to improve course availability, consistency and addressing the realities of a student's work/life balance.

Our Enrollment Management taskforce intends to have a data-informed plan approved by the end of AY 20-21.

#### Term and Year

Spring - 2021

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

Scheduling is developed in siloes and there is little-to-no communication between divisions or CAPs to strategize development of cohorts, diverse student needs, or best practices documentation. Scheduling can be too dependent on individual department desires rather than data-supported student needs.

### Support Needed - Detail

Tools and strategies that offer a comprehensive alignment of student needs, student behaviors, facility limitations and program needs to offer a more effective, efficient and predictable scheduling model.

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support
- Reporting/data

## Pillar 4. Ensuring Learning

### Practice A

**Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

While all programs do have learning outcomes, we are hopeful that the implementation of our Nuventive tool will assist us in being more transparent about the skillsets developing in our programs and the direct needs of the workforce or further education for our students. Nuventive will allow use to connect these outcomes to program review and will encourage further honest evaluation of our curriculum development to respond to our community needs.

#### Timeline for Progress to Date

##### Term and Year

Fall - 2020

#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Implement Nuventive, which is scheduled to be fully implemented with Curriqunet during Spring 2021. Train faculty in evaluating their PLOs and the relationship these have to our students' goals.

##### Term and Year

Fall - 2021

##### Term - Detail (optional)

Not Entered

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into.

No advisories in place to align PLOs with further education.

### Support Needed - Detail

An organized approach to regional and statewide academic advisories t PLO requirements and student success at the 4 year colleges.

### Type(s) of Support

- Regional training
- On-campus/individual training
- Technology support

## Practice B

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

Our Guided Pathways Learning & Engagement team is working to address the 4th pillar to ensure student learning. Our current plan includes 3 years of equity engagement. This first year is focused on personal reflection, the next year focused on professional practice, and the 3rd year focused on policy.

Our Learning & Engagement team is developing a plan for an equity-focused certification that addresses culturally-responsive design, racially-conscious classroom practices, and additional proven practices for a richer learning environment (T3 framework, anti-racist curriculum, data-informed practices and responsiveness).

We do not yet have an organized structure for addressing specific program introductory courses.

### Timeline for Progress to Date

#### Term and Year

Fall - 2020

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

The Learning & Engagement team intends to launch the first cohort of faculty to complete this certification. Our intention is to address the largest courses on campus which include the English & Math programs which are seen as gateway courses

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

We are finding it difficult, at this time, to expect faculty to do additional professional development uncompensated. As well as including students in process of improving instructional practices. We would like to see more involvement from both to create exceptional learning programs for our instructors, but find we are limited on time and financial resources.

#### Support Needed - Detail

Additional support in both training and tracking this particular practice.

#### Type(s) of Support

- Policy guidance
- On-campus/individual training

## Practice C

**Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

Our campus has two teams currently working on this item. Our Learning & Engagement team, which will be able to address certain types of equity-minded assessment development (which may support some of these items), but also our Career Coach taskforce who are developing a plan to implement more centralized career opportunities for each meta-major. While the Career Coach taskforce has not yet solidified their plans, there are ongoing conversations about how to fold the work of career opportunities into the meta-major learning communities, as well as the classroom experience for students.

There may be an opportunity to include this specific data as outcomes in our upcoming Nuventive tool's rollout.

#### Timeline for Progress to Date

##### Term and Year

Fall - 2020

#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

Clarify which areas the Learning & Engagement team will be able to address with their equity certification training program, and determine which areas our Career Coach taskforce will commit to addressing for our meta-major communities. Both teams are developing plans to implement in fall 2021.

##### Term and Year

Fall - 2021

##### Term - Detail (optional)

Not Entered

## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

While we have a number of offices and programs addressing this practice on our campus, it is not centralized.

### Support Needed - Detail

Additional support in both training and tracking this particular practice (local).

### Type(s) of Support

- On-campus/individual training
- Reporting/data

## Practice D

**Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

While we have completely redesigned our program review process to consider this kind of assessment, the lack of research tools available to faculty for assessing learning outcomes makes this task both cumbersome and impractical. Our plans include connecting Nuventive and eventually Starfish to our LMS so that faculty/programs have the tools and data available to freely assess outcomes in arts, science and CTE.

### Timeline for Progress to Date

#### Term and Year

Fall - 2020

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

We hope to better address this with the implementation of Nuventive.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice E

**Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.**

### Scale of Adoption at Our College

Not systematic

### Progress to Date

### **Progress to Date Implementing Practice**

As stated above, SLO assessment and plans for improvement are not consistent across the campus. Renewed efforts have been placed on hiring an Outcomes Assessment Coordinator and a Program Review Committee Chair who are charged with updating processes to integrate outcomes assessment with program review.

#### **Equity Considerations:**

We are in the infancy of considering curricular changes to better align course assignments with program learning outcomes. Our Institutional Effectiveness & Assessment will continue to work toward alignment of SLOs, PLOs, and ILOs to Guided Pathways. A team of faculty recently attended an Equity Academy in hopes of training other faculty in culturally responsive teaching. Their work will begin in Spring 2020

### **Timeline for Progress to Date**

#### **Term and Year**

Fall - 2019

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### **Next Steps**

#### **Timeline for Next Steps**

##### **Next Steps Toward Implementing Practice at Scale**

An Outcomes Assessment Coordinator and Program Review Committee Chair have been selected and have been charged with updating processes to integrate outcomes assessment with program review.

#### **Term and Year**

Spring - 2020

#### **Term - Detail (optional)**

Not Entered

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### **Support**

No support requested

## **Practice F**

**The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.**

#### **Scale of Adoption at Our College**

Not systematic

### **Progress to Date**

#### **Progress to Date Implementing Practice**

This is not currently being implemented system-wide, but is a topic of discussion in our Career Coach taskforce. Currently, this work is occurring in certain programs and through our Career Center services.

### **Timeline for Progress to Date**

#### **Term and Year**

Fall - 2019

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### **Next Steps**

#### **Timeline for Next Steps**

##### **Next Steps Toward Implementing Practice at Scale**

Identify an on-campus group charged with addressing this missing piece for our students. Whether this be addressed by our Career Coaches or our Learning & Engagement team, this will most likely require assistance from our Outcomes & Assessment team to address the 'how' and the 'where' for documenting such metrics.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

No centralized system for documenting how or where these practices are occurring campus-wide.

#### Support Needed - Detail

It would be helpful to have tools and training in documenting these practices campus-wide.

#### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

## Practice G

**The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

We are currently using the CCSSEE and SENSE (fall 2018) to assess our college effectiveness.

The new Guided Pathways Learning & Engagement team utilized the SENSE survey results during our convocation event focused on equity and our chancellor's action plan. These survey results have also been shared with our Equity Committee. The Learning & Engagement team has used some of these results as they develop a cultural curriculum audit and identify professional development for the new faculty institute.

Santa Ana College administered the SENSE survey to almost 1,800 students in fall 2018. The results were presented to the campus in April and May 2019 during professional development events that included activities that allowed faculty and staff to reflect on the student responses. Areas where improvement is needed with respect to educational practices were identified using the SENSE data and discussed at this professional development event: Helping students feel more welcome, students' academic preparation, appointment times for academic advising, class participation (questions, discussions), faculty – student interactions on assignments, student – student interactions outside of class, use of writing, math, and learning centers, awareness of student organizations. In addition, the SAC Professional Development Coordinator, Guided Pathways Core Team, and Research Department promoted and facilitated faculty and staff engagement with the results by having them participate in breakout sessions during the Fall 2019 Convocation to brainstorm methods for improving the students' experiences and creating a sense of community within their respective Career and Academic Pathway.

Since the roll out of the SENSE results, SAC has provided faculty with educational opportunities including sending 10 faculty to The Skyline College Equity Training Series (ETS). Planning is ongoing to have faculty who attended ETS to share their knowledge with other faculty.

Santa Ana College will administer the SENSE survey next year as part of the process to monitor progress with respect to educational practices.

#### Timeline for Progress to Date

##### Term and Year

Fall - 2020



## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

Launch equity-based certification which includes lessons on data-driven action. Continue our work in professional development responding directly to student feedback.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

While we are utilizing the feedback we receive to design professional development opportunities, we feel this work could be improved with additional regional and state guidance based on the type of data we receive.

#### Support Needed - Detail

Additional regional and state guidance based on the type of data we receive.

#### Type(s) of Support

- Policy guidance
- Connections with other Guided Pathways teams
- Reporting/data

## Student Engagement & Support

### Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

#### Engagement Efforts - Details

Students were engaged in the development of our Career and Academic Pathways (meta-majors). Students were invited to participate in a campus-wide program sorting activity and were later surveyed to determine the naming of our meta-major categories.

Our Research Office is very actively engaged in our Guided Pathways work. Each year we run a SENSE survey, the results of which are shared with the campus community. Research has also provided student surveys related to our Starfish implementation, Campus Climate.

Our student government has divided their structure into the meta-major models (Career & Academic Pathways or CAPs) and we have a student representative on our Guided Pathways Core Team.

### Course Alignment

In order to align course offerings with student educational plans, we are coordinating the following work:

Coordinating with counseling to identify curriculum tracks based on program maps.

Build and maintain curriculum tracks in the student information system.

Build and maintain degree audit rules in Colleague.

Build and maintain course equivalencies in Colleague.

Build and maintain related program relationships in Colleague for fast path “what if” program change scenarios.

Data entry of program maps on the website or other data repository.




Verify remaining program maps.

Publish program maps on the College webpage

Submission of program maps to curriculum tracks will allow more predictive ability in course sequence planning for departments and divisions.

In addition, a new block schedule is being looked at to maximize room efficiency and course offerings at more convenient times for students.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">20-21 NOVA Guided Pathways Santa Ana College - Guided Pathways (2020-21).pdf</a>	Self-Assessment	11/7/2021, 9:09:45 PM	Copy of AY 20-21 Guided Pathways Scale of Adoption Assessment for Santa Ana College
 <a href="#">NOVA Approved 19.20.pdf</a>	Self-Assessment	2/18/2021, 7:16:41 PM	N/A
 <a href="#">SOAA submission 04.26.19.pdf</a>	Self-Assessment	12/13/2019, 12:30:47 PM	Santa Ana College Guided Pathways Scale of Adoption Assessment Spring 2019

## Success Story (Optional)

### Story: Learning & Engagement Team

#### Title

Learning & Engagement Team

#### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Stephanie Clark	Guided Pathways Faculty Coordinator	clark_stephanie@sac.edu	(714) 241-5818
Maria Aguilar Beltran	Equity Coordinator	beltran_maria@sac.edu	

#### Challenge

Addressing the 4th Pillar through intention Professional Development and equity-minded teaching practices. The real problem we found is this: How does one train an entire faculty body?

#### Success Story

THIS SECTION IS INCOMPLETE

During Spring of 2020 the Vice President of Academic Affairs and the Dean of Academic Affairs great concern over the lack of movement related to the 4th Pillar: Ensure Learning. They organized a new Guided Pathways Design Team, deeming it the Learning & Engagement Team, membership included faculty coordinators from across the campus, in both credit and noncredit. With the charge of supporting the 4th Pillar, the team met to discuss potential avenues for addressing teaching and learning. Eventually, the Equity Coordinator and Guided Pathways Coordinator were identified by the team as the team leads. These two felt that the

Coalition-building - Senate Racially Inclusive Workgroup

Leadership Training

Leadership Institute

The New Faculty Institute 4-year proposal.

Having developed an Equity Institute, framed as a year-long experience focused on culturally-conscious practices that impact the student experience. The Learning & Engagement Team Co-Leads

### Outcomes

Free support courses for Math and English provided by the School of Continuing Education.

A fully redesigned School of Continuing Education website paralleling the efforts of a site redesign for Santa Ana College's credit programs.

Noncredit *high school subjects* maps aligned to our credit Career & Academic Pathways.

A noncredit Career & Academic Pathway: Building Bridges that is included in all Guided Pathways communications and marketing materials.

### Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✓ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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