Preview

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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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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Program maps containing further education and employment are 90% complete and verified for local degrees (AA).

SuperStrong Interest Inventory is available to all students and aligned with our Career and Academic Pathways (meta-majors)

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Compile remaining program maps (ADTs and Certificates) and verify.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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 90% complete and verified for local degrees (AA).

SuperStrong Interest Inventory is available to all students and aligned with our Career and Academic Pathways (meta-majors

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Compile remaining program maps (ADTs and Certificates) and verify.

Make program maps accessible to students and available online

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Career snapshots are available to students on college website. These contain needed education, salary and job outlook information.

Our SCE's website has links connected to these career snapshots

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Gather occupation list from departments who did not submit initially

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Program maps have been completed and verified for most AA degrees.

Most ADTs and Certificates have been submitted, but not yet verified

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Coordinate 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 college webpage

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Program maps will identify "correct math" based on students tract, BSTEM or SLAM

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Work with discipline faculty to ensure that they understand correct math for each of their programs.

Confirm that "correct math" is listed in program map, based on program

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All current credit, SCE students and local HS students have access to the SuperStrong Interest Inventory for career exploration. Results of assessment produce a Career and Academic Pathway (meta-major) category.

Completion of our program mapping will also assist with this

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Ensure that all students have access to a program map.

Ensure that all students have access to their online educational plan

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Business department offers various Workshops

Learning Center provides assistance to students in courses other than college-level math and English

Our SCE offers support math and English classes to help students become college ready

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Need to identify gateway courses for each program.

Expand comprehensive tutoring services.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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 Februrary 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Embedded tutors have been employed to help students in "gateway" math courses; college algebra, liberal studies math, and statistics

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Evaluate effectiveness of embedded tutors.

Identify other best practices to help academically under prepared students succeed, including other college models.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice

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

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

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Evaluate effectiveness of co-requisite courses.

Identify other best practices to help academically under prepared students succeed, including other college models.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Intensive support is provided for specialty programs such as TRIO, EOPS, Veteran, DSPS, CalWorks, Guardian Scholars.

Updated Learning Center Directed Learning Activities (DLAs) that target critical skills (for example, Prewriting)

Articulated and implemented a clear pathway to transition from non-credit English and math to the credit level

Support classes offered via our SCE.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify areas of need for intensive support beyond specialty programs

Learning and Math Centers are initiating targeted workshops for students who were unsuccessful in their Fall 2019 entry-level English and math courses

Anticipated launch of online tutoring through the Learning Center in 2020.

Developing pathway to transition from non-credit ESL to credit level EMLS

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

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

SAC has active dual-enrollment programs with several HS

Middle College High School on campus

Discussion with local school district to align CTE pathways with college programs (pharmacy tech, culinary, digital media, biotechnology, etc.)

Counseling N45 (Orientation to College) is offered to incoming students, more sections to be added

SuperStrong Interest Inventory has been integrated to HS outreach, allowing HS students to take career assessment prior to attending Santa Ana College.

SAC has expanded its partnering efforts with high school Counselors and hosts a day of professional development to motivate and prepare students to enter the college.

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

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to work with local K-12 district on creating pathways.

Expand outreach efforts to other K-12 partners in neighboring districts, charter, and private schools

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

Only occurring in specialty programs: EOPS, MESA, ULINK, Athletics, Veterans, CAL Works, SSSP

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Implementation of Starfish will assist in the tracking of all students as they receive services and advisement across the campus.

Starfish will also provide predictive analytics which will allow for program implementation.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

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

Counselors are trained on the use of electronic ed plan and implementation plan to scale is in place.

Although students are able to view their online ed plan, this information is not widely known by students.

At SCE, students receive updated handbooks where the program maps are included and studied with teachers. Students also work with counselors to create their educational plans. However, we don't have 100% participation yet

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Electronic ed plan needs to be created for more students and students need easier access to it.

Implementation of Starfish will facilitate the transparency of program progress for students and their success team.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not occurring

Progress to Date

Progress to Date Implementing Practice

Identification of students on academic probation is only progress to date

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Advising Implementation team to look at methods for alert systems.

- The expanded Early Alert can help identify those students who are struggling; however, it does not (currently) allow tracking of Plan deviations.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Occurring only at an individual level.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Career and Academic Pathways will assist, providing students easier navigation to similar professions.

Widespread use of the SuperStrong instrument should reduce the likelihood of students choosing programs that don't align with their strengths.

The 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"

Term and Year
Spring - 2020

Term - Detail (optional)
Not Entered

Support

No support requested

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Some program requirements not offered when convenient for students.

Generally, CTE programs are better at scheduling courses based on student need.

Timeline for Progress to Date

Term and Year
Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

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

New block schedule is being looked at to maximize room efficiency and course offerings at more convenient times for students.

Some classes are starting to be offered on Fridays and Saturdays, but more need to be scheduled

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Very few programs have aligned PLOs with targeted outcomes

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Direct discipline faculty to revisit PLOs and ensure that they align with future education and employment outcomes

Use Outcomes Assessment committee to ensure alignment of PLOs with outcomes

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Presumable occurring in some areas, but this practice is not systematic

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Create professional development opportunities for faculty to learn best practices in engaging students in active and applied learning.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, 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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Projects, internships, co-ops, service learning, and other active learning activities are available throughout the campus, but sporadically

Some faculty/programs are more intentional than others at embedding these opportunities.

Our non-credit Academic ESL program redesigned their curriculum using PBL to give students opportunities to apply the knowledge they are learning in real-life settings. They are on their third year of implementation.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify all active learning opportunities offered on campus.

Assess effectiveness of current opportunities.

Plan to scale

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Currently, our SLO process is not systematic. Some faculty/programs are better at assessment

There is no cross-program assessment process in place.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Direct discipline faculty to revise SLOs to align with PLOs which should align with further education and employment opportunities

Term and Year

Spring - 2020

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

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Program Review Committee will work to refine existing program review process.

New program review process to be clearer, more intentional and more purposeful.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

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

If occurring, this is happening at the individual faculty/discipline level

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Identify programs/faculty who are helping students and create a model to scale to other programs

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Planning to scale

Progress to Date

Progress to Date Implementing Practice

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

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 - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Results of the surveys will be used to guide professional development

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested