



GUIDED PATHWAYS: 2022-26 Work Plan

Development Template

Deadline to Submit in NOVA: June 1, 2023
Questions? Please contact guidedpathwaysinfo@cccco.edu

<https://rscdd.sharepoint.com/:w:/s/GuidedPathwaysScaleofAdoptionAssessment/EY9HWPfmX7xMv75NRs0oKBQBrw11rrlmRfjk7ls2UA9-Nw?e=ebb4aB>

Contents

Guided Pathways 2022-26 Work Plan Template	2
General Guidance Text:	2
Details (Landing Page):.....	3
Work Plan Content:.....	4
Question Group: Successful Enrollment	4
Question Group: Persistence: First Primary Term to Secondary Term.....	11
Question Group: Completed Transfer-Level Math & English.....	18
Question Group: Transfer.....	22
Question Group: Completion	32
Question Group: Student Equity and Achievement (SEA) Program Integration	36
Question Group: Associate Degree for Transfer (ADT) Integration	39
Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration	41
Question Group: California Adult Education Program (CAEP) Integration.....	44
Question Group: Strong Workforce Program (SWP) Integration.....	46

Guided Pathways 2022-26 Work Plan Template

Note to Project Leads:

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

- 1) Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
- 2) Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.

As always, the Chancellor's Office is available to assist you. Please contact us at guidedpathwaysinfo@cccoco.edu if you require assistance navigating this work plan. Additionally, an introductory Webinar and Monthly Office Hours will be announced later, information will be distributed via the Guided Pathways Listserv – Please contact the Chancellor's Office using the above email address if you do not have access to the Listserv.

General Guidance Text:

Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Your Workflow fields include Contacts and the Work Plan. The Guided Pathways Program at the Chancellor's Office should have provided you with a Work Plan template via Listserv or through your college's Guided Pathways Regional Coordinator; please use the template as your initial starting point, cross reference your answers in the document with their respective locations in NOVA, and work with your Guided Pathways team to determine the stakeholders that should review your completed plan.

For contacts, you are required to add contacts who will view this Work Plan and you are encouraged to provide alternate Project Leads.

If you have questions related to this Work Plan, please contact the Guided Pathways program team at guidedpathwaysinfo@cccco.edu

Contacts:

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

Guided Pathways 2022-26 Work Plan:

[Education Code](#) requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:
<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

Details (Landing Page):

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional**.

Work Plan Content:

Question Group: Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Helper Text:

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

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launch board as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

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

Selections:

More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Our local goal is that 75% of high school seniors participating in SAC's "Early Decision" initiative will enroll and matriculate in the upcoming fall semester. Early Decision is an initiative in which Santa Ana College buses high school seniors to the college to provide a brief orientation, meet with a counselor to develop an abbreviated initial education plan, and then work with our SAC Outreach Team to register for their upcoming fall courses. Moreover, Congruent with the College's Student Equity and Achievement Plan (SEAP), we will increase Black/African student enrollment from 26 to 43 students (17 students) and create a sense of belonging and community for Black/African American and other disproportionately impacted students.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

The major barriers that prevent goal attainment include tuition costs and matriculation in the fall. To overcome the fiscal barrier, all students complete their financial aid application on site with support staff to also assist and resolve any other related issues so that their tuition will be taken care of either through financial aid or the SAC Promise. Another barrier is transitioning to college. Activities and ongoing program student support need to be provided to assist students in their transition from high school to college.

Barriers to increasing Black/African American students include lack of Black/African American representation on webpage and social media, lack of staffing in the U2 Scholars Center, limited hours of operation for U2 Scholars Center, no obvious campus community or culture for Black/African American students, lack of Black/African American faculty, especially English and Math, Unit values and 6 hour time block serve as a barrier for working students, not all courses have OER/ZTC options, no computer hot spot, unconscious bias in textbooks, curriculum, lecture, and pedagogy, lack of access to a point person with cultural competency to support students with completing the application and FAFSA, lack of Black/African American population during outreach and onboarding process, lack of training for Classified Professionals, tutors, and student workers.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

The SAC Promise continues to remove the financial burden of tuition. While many financial aid related issues are resolved during Early Decision, Outreach staff conducts extensive follow up support services with students after Early Decision to make sure their tuition will be covered.

SAC Days is an invaluable event that takes place prior to the start of the Fall semester to help acclimate our SAC freshmen entering college to make their transition smoother.

Faculty Department Chairs, Teaching Faculty and Counselors provide, Meet and Greets” to introduce their major (CAP) or discipline with students as well as students are able to meet their professors and ask questions before the semester begins.

Outreach Staff will be conducting tours over the summer that will also assist students with the transition to SAC.

The College recently approved a full-time Coordinator for U2 (Umoja and Ujima) Scholars and Asian Pacific Student Programs (APSP). The College hired a full-time Coordinator for the Undocu-Scholars Center to promote persistence and success for Undocumented students. Moreover, the College is a new partner with the Men of Color Action Network (MOCAN) whose mission is to promote the persistence and success of male of color students. The hiring of the Coordinators will increase hours of operation and a sense of community and belonging for Black/African American and other disproportionately impacted student populations.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

We will continue with the initial efforts made this past fall 2022 in conducting a thorough review of the Early Decision model and look for ways to improve and streamline the program. Special emphasis should be placed on the students that are boarding the buses from high schools in efforts to maximize the probability that these students have SAC as their highest choice for postsecondary education. In addition, we also have made it a requirement this year that no students may board the bus unless they have either an SAC application with them or on file.

In order to move to an ideal practice to increase enrollment and sense of belonging for Black/African American and disproportionately impacted students, the college will leverage IEPI PRT grant workplan related to Guided Pathway Learning and Engagement efforts (especially related to Program Mapping), create workgroups withing the Enrollment Management Committee and the SEAP Committee to address desired outcomes and practices in this area, review existing committee structures to determine which can address the effective practices in this area, leveraging multiple funding sources, review equity components within Guide Pathways framework (CAGP 2.0) to link these efforts with effective practices in this area.

Action Steps:

- Engage in deep inquiry to assess effective ways SAC may develop race-conscious marketing strategies and retainment practices of staff and students
- Create Onboarding/Matriculation Work Group
- Remove barriers and redesign systems for successful DI group students' enrollment from outreach, marketing, application, financial aid, to course registration
- Embed culturally relevant pedagogy across the curriculum

SAC needs to expand the curricular content to develop Culturally Responsive Curriculum such as English with a Black/African American emphasis to increase "micro-affirmations." SAC is also partnering with HBCUs and other local, national, and international organizations focused on Black/African American students and other disproportionately impacted students. Moreover, here are some other action items to impact the institutional structure:

- Hire Black/AA faculty/tutors in Math, English and tutoring centers
- Faculty Hiring Process: Review, revise hiring practices and guidelines for administrators/classified professionals to foster the support and representation of the Black/AA population on campus
- Support classified staff who "go the extra mile" to support of Black/AA students

- Create a regular discussion group for faculty and staff to discuss, support, learn from one another as they navigate the sensitive issues surrounding race and gender. Create an environment where people feel comfortable making mistakes so that we can have the “courageous conversations” necessary for this work

19

- Create a climate survey to be administered in the Fall and Spring semesters to evaluate whether or no

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Based on the past two years' student enrollment trends, it is imperative that we continue to have a variety of course learning modalities available to students, especially completely online courses and in-person instruction. As well as to have the adequate number of critical first year courses available like English and math. In addition to offering support “S” classes for English 101, and key math courses like Math 140 and Math 219, to make certain we offer in-person instruction for these classes as many students prefer in-person for this class.

Activities: To increase Successful Enrollment of our Black/African American student applicants, SAC will:

- Increase cultural competency trainings
- Support broadening the hiring recruitment pipeline for more Black/African American representation of staff and faculty
- Establish outreach and recruitment practices specific to enrollment of prospective Black/African American student population, as well as other specifically identified student groups
- Work with Planning, Research, and Institutional Effectiveness department to get additional research and data on Asian student enrollment patterns
- Review website and other outreach materials to make sure they are representative, diverse, and inclusive, including having materials on the website and outreach documents in languages other than English

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Annual collaboration of key partners is imperative for our Early Decision Week to be a successful enrollment initiative. Allocating staff and resources from

Counseling, Admissions, Financial Aid, and Student Business Office is imperative to help students, “Clarify and Enter the Path.” Equally important are the students’ first impression and their ability to envision themselves as Santa Ana College students. We hold the Early Decision events and programs in a large conference room of the Johnson Student Center. The intentional layout of the space and programming supports students to, “Enter and Stay on the Path” as it is the perfect venue for perspective students to enroll in courses and envision utilizing the space as a future Santa Ana College student.

SAC adopted and implemented The California Guided Pathways (GP) Model and launched the Career and Academic Pathways Success Team in fall 2021. In fall 2022, SAC transitioned the GP Core Team from Academic Affairs to the Guided Pathways Executive Team (GPET) in Student Affairs and branded it Guided Pathways 2.0. The GPET is the institutional structure that will ensure successful enrollment.

The current structure of Guided Pathways 2.0 includes the following:

Guided Pathways Executive Team

1. Vice President of Student Services
2. Vice President of Academic Affairs
3. Dean of Student Affairs
4. Dean of Counseling
5. Dean of Academic Affairs
6. Director of Student Success
7. Student Equity Faculty Coordinator
8. Director of Career Center
9. Classified Staff from a Success Team

Tri Chair Model

- Dean of Student Affairs – Administrative Support
 - Enter the Path: Entry Team and Outreach
 - **Stay on the Path (Future): Infusion of Affinity Groups/Cultural Center**
- Dean of Counseling
 - **Clarify the Path– Career Center/Transfer Center Events**
 - **Stay on the Path - Success Teams and Starfish**
- Dean of Student Affairs and Student Equity Faculty Coordinator
 - SEAP, Teaching/Learning, Program Maps
 - Clarify the Path and Teaching and Learning

The GPET will prioritize persistence as a focal point of the CAP Success Teams by providing interventions within the GP Pillars that minimize the friction points that students experience in the classroom, while being supported by student services, and with SACs budget and hiring process. The GPET will continue to work with Institutional Research Office to gather and analyze overall, program (e.g. Undocu-Scholars Center), and/or population specific (Veteran Students) persistence data to realize the established goals. In addition, the Career and Academic Pathways (CAP) Success Teams that consist of Classified Professionals, Faculty, Students, and Managers will organize activities and systems to engage students and promote on-going persistence.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

A core commitment essential to the success of Early Decision is Counselor availability. Each year this is a challenge for our Counseling Department as they must balance the needs of both our new prospective students (Early Decision) and still maintain the overall day to day operations in the office of counseling and assisting current SAC students that visit the counseling department on a daily basis. Early Decision is a tremendous commitment of staff and resources. We are grateful that each year all collaborating partners make the commitment and this ensures a successful event.

To overcome any barriers, the College will leverage IEPI PRT grant workplan related to Guided Pathways Learning and Engagement and create workgroups within the Enrollment Management Committee and SEAP Committee to address outcomes and practices.

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

Throughout Early Decision Week we evaluate the program at the end of each day and make any necessary changes and improvements required. Once the Early Decision is completed, we convene all collaborating partners in a thorough debriefing meeting to discuss the program and make any larger structural changes in the Early Decision model for the following year.

The College and Guided Pathways Executive Team (GPET) will continue to collaborative work with colleagues and students to increase the impact of the Career and Academic Pathways (CAPS) Teams on promoting persistence and sense of belonging. Specifically, increasing cultural competency training, supporting the recruitment and hiring of Black and African American representation of faculty/staff and work with Planning, Research, and Institutional Effectiveness department to get additional research and data on Asian student enrollment patterns

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

This year, we experienced some technical difficulties with Wi-Fi connection, but our ITS Department is committed to finding a solution, so this does not happen in subsequent years.

Transformational change takes time and buy-in. Institutional support and buy-in is needed to increase the enrollment of Black/African American students.

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Convene planning meetings in the fall semester to address suggested improvement areas for processes and program implementation for the following spring Early Decision program. Invite and involve all collaborating

partners (including student voices) to meetings to gain a broad range of feedback for improvement.

What learnings and improvements related to this goal does your college believe would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

To keep the maximum number of students served for any day of Early Decision to 90 students or less. We intentionally kept the student number at 90 or below this year for the first time and clearly recognized a very noticeable improvement in the overall experience for students and staff.

Question Group: Persistence: First Primary Term to Secondary Term

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Helper Text:

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

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

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

Selections:

0-50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Our overall local campus wide goal is for 57% or more of our students to persist from their first primary term to the second term. Congruent with the College's Student Equity and Achievement Plan (SEAP), we will simultaneously focus on our highest student population in need of support to increase their retention rates from primary term to secondary term of our **male students** from 1305 to 1482 students (177 students or 13.5%); By the creation and development of a campuswide community culture where our male students have a sense of belonging at SAC. Once these goals are realized we intend to

expand the best practices to other disproportionately impacted groups by ethnicity (Indigenous, Asian, Filipinx, Latinx, etc.) or need.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

There are several major barriers which occur from the first semester of enrollment to the second semester as a student at Santa Ana College. They are as follows:

- Need for clearer steps for students (maps, orientations) to take to get support services
- No dedicated program geared towards male population
- Isolating experiences: (e.g., students do not get invited to study groups)
- Unidentified DSPS students in first semester
- Need for time-management support
- Need to work and unsure how to work and go to school
- Unaware of Apprenticeship, Internship, Career and Technical Pathways/ Mentorship opportunities
- No identified momentum points during the semester nor potential awareness of supports available
- Not feeling that they belong
- Curriculum does not feel relevant
- Low Success rates in first semester
- "Life" gets in the way
- May not have an Education Plan to serve as a guide
- Little to no support with registration process from semester to semester
- Lack of advisement/counseling from semester to semester
- Lack of awareness about financial resources so may withdraw from school due to limited financial resources

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

The College is developing equity specific affinity groups and cultural centers to create a sense of belonging and a home away from home environment that will increase persistence. The College recently approved a full-time Coordinator for U2 (Umoja and Ujima) Scholars and Asian Pacific Student

Programs (APSP). The College hired a full-time Coordinator for the Undocu-Scholars Center to promote persistence and success for Undocumented students. Moreover, the College is a new partner with the Men of Color Action Network (MOCAN) whose mission is to promote the persistence and success of male of color students. The College also continues to implement the Career and Academic Pathways (CAPS) teams, consisting of faculty, students, Classified Professional, and managers, to meet with students individually and in groups to promote academic progress and persistence. CAPS Counselors work with students to establish and monitor educational plans.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

The Guided Pathways Executive Team (GPET) will continue to provide clearer steps toward degree and certificate attainment through refined Program Maps. Moreover, the Career and Academic Pathways (CAP) Teams will proactively communicate and involve students in developing and monitoring educational plans, clarifying career interests, assisting students with referrals to campus and community resources, and promoting a sense of belonging. SAC needs to expand the curricular content to develop Culturally Responsive Curriculum such as English with a Black/African American emphasis to increase “micro-affirmations.” SAC is also partnering with HBCUs.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Instruction

- Curricular content review: (re)design/develop Culturally Responsive Curriculum Audit
 - Thematic courses: ENGL with Black/AA emphasis; images in textbooks, classroom, on campus with “micro-affirmations”
 - Continue and expand the New Faculty Institute with an equity focus
 - Partner with Black/African American faculty from Historically Black Colleges and Universities (HBCU), and four-year universities to serve as a guest lecturer to include an assignment in courses in as many disciplines as possible
 - ACUE, Culturally Responsive Pedagogy and Curriculum training for faculty
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)**
- Simplify onboarding processes with robust systems of culturally sensitive support; improve the learning experience for students from messaging, onboarding, supports, mentorship, transfer rates

- Increase community partnerships with local, national, and international organizations focused on Black/African American communities to support the creation of a culturally sensitive communities of support on campus where Black students persist and thrive
 - Student mentorship programs (current SAC students, SAC Alumni in various disciplines, mentors from community organizations and the workforce as well as from four-year universities to support smooth transition
 - Create a climate survey to be administered in the Fall and Spring semesters to evaluate whether our efforts are effective for Black/AA students
 - Continue and expand the New Faculty Institute with an equity focus.
 - Guided Pathway Plan (2.0) with Outreach/Summer Melt/Year 1 and other momentum points (GP)
 - Black/AA representation assisting with holistic student services
 - Culturally sensitive training especially focused on African American/Black students for tutors, student ambassadors, classified and faculty
 - Collaborate with dual enrollment schools to create a Black/AA student cohort within each school to connect to our U2Scholars/SAC Student Clubs
 - Increase number of events focused on Black/AA Students
 - A formal assessment of the surrounding African American community and exploring opportunities to develop strong external relationships
 - Culturally relevant and race-conscious marketing & outreach efforts
 - Comprehensive, equity- minded communication plan with reminders to students throughout the enrollment process; direct, empathetic messaging or phone calls to support students
- Budgeting and Administration (HR, Purchasing, Processes, etc.)**
- Hire Black/AA faculty/tutors in Math, English and tutoring centers
 - Faculty Hiring Process: Review, revise hiring practices and guidelines for administrators/classified professionals to foster the support and representation of the Black/AA population on campus
 - Support classified staff who “go the extra mile” to support of Black/AA students
 - Create a regular discussion group for faculty and staff to discuss, support, learn from one another as they navigate the sensitive issues surrounding race and gender. Create an environment where people feel comfortable making mistakes so that we can have the “courageous conversations” necessary for this work

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

SAC adopted and implemented The California Guided Pathways (GP) Model and launched the Career and Academic Pathways Success Team in fall 2021. In fall 2022, SAC transitioned the GP Core Team from Academic Affairs to the Guided Pathways Executive Team (GPET) in Student Affairs and branded it Guided Pathways 2.0.

The current structure of Guided Pathways 2.0 includes the following:

Guided Pathways Executive Team

10. Vice President of Student Services
11. Vice President of Academic Affairs
12. Dean of Student Affairs
13. Dean of Counseling
14. Dean of Academic Affairs
15. Director of Student Success
16. Student Equity Faculty Coordinator
17. Director of Career Center
18. Classified Staff from a Success Team

Tri Chair Model

- Dean of Student Affairs – Administrative Support
 - Enter the Path: Entry Team and Outreach
 - **Stay on the Path (Future): Infusion of Affinity Groups/Cultural Center**
- Dean of Counseling
 - **Clarify the Path– Career Center/Transfer Center Events**
 - **Stay on the Path - Success Teams and Starfish**
- Dean of Student Affairs and Student Equity Faculty Coordinator
 - SEAP, Teaching/Learning, Program Maps
 - Clarify the Path and Teaching and Learning

The GPET will prioritize persistence as a focal point of the CAP Success Teams by providing interventions within the GP Pillars that minimize the friction points that students experience in the classroom, while being supported by student services, and with SACs budget and hiring process. The GPET will continue to work with Institutional Research Office to gather and analyze overall, program (e.g. Undocu-Scholars Center), and/or population specific (Veteran Students) persistence data to realize the established goals. In addition, the Career and Academic Pathways (CAP) Success Teams that consist of Classified Professionals, Faculty, Students, and Managers will organize activities and systems to engage students and promote on-going persistence.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Currently there are no specific barriers to sustaining the work of the GPET and the CAP Success Teams. However, with the rapid double digit increase in college enrollment, new workforce development programs and opportunities, new apprenticeship program and ongoing innovation and campus wide development and growth we are navigating through faculty capacity for the Guided Pathways Faculty Coordinator (credit and non-credit) and the Student Equity Faculty Coordinator (credit and non-credit) positions. Given the new GPET roll out and desire to develop a responsive student-centered design to accomplish the goals of Guided Pathways 2.0, the timeline of hiring new staff and faculty becomes a concern. Further, continued exploration, discussion and implementation of a team of Guided Pathways/ SEAP Practitioners to be responsible for the primary day to day program practice and activities that move our students closer to meeting their academic goals.

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Persistence is one of the primary goals of the Guided Pathways framework, which asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. In response to the continuous improvement process, we need to start with identifying student friction points or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and cultures. The interventions and

goals of the CAP Success Teams should be informed by this process. The SAC Equity Plan has identified the following Friction Points:

Current Structure

- Need for clearer steps for students to take to get support services that are geared towards male population
- Isolating experiences: (e.g., students do not get invited to study groups)
- Unidentified DSPS students in first semester
- Need for time-management support
- Need to work and unsure how to work and go to school
- Unaware of Apprenticeship and Internship opportunities
- No identified momentum points during the semester nor potential awareness of supports available

Structure Evaluation- Instruction:

- Not feeling that they belong
- Curriculum does not feel relevant
- Low Success rates in first semester
- “Life” gets in the way
- Unidentified DSPS students in first semester

Structure Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.):

- May not have an Education Plan to serve as a guide
- Little to no support with registration process from semester to semester
- Lack of advisement/counseling from semester to semester
- Lack of awareness about financial resources so may withdraw from school due to limited financial resources

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

The College and Guided Pathways Executive Team (GPET) will continue to collaborative work with colleagues and students to increase the impact of the Career and Academic Pathways (CAPS) Teams on promoting persistence and sense of belonging. GPET will work with the CAPS and various departments to analyze and continually improve the qualitative and instructional experience of our students which will lead to increased persistence and degree/certificate attainment.

Question Group: Completed Transfer-Level Math & English

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

A review of the 2023 Annual Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) established that Santa Ana College's institutional set standard for overall course completion for the 2021-2022 academic year is 74.6%. However, CalPass data revealed that only 9% of students completed both math and English in their first year of credit enrollment. To expand, 20% of students completed college level English within the first year and 13% completed college-level math. An evaluation of the two overall completion data sets would suggest an initial institutional goal of 12% for the upcoming academic year would be feasible (represents a 25% growth). The college will strive to increase completion by 25% of the base in each subsequent academic year.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Although legislation has been enacted to ensure that disproportionately impacted students receive equitable assurances of success, there remains a variety of barriers and challenges for students as they move towards their educational goals. The AB 705 legislation effectively removed the practice of assessment for placement in math and English which displaced a major barrier for the majority of students. However, the college continues to face the following barriers to its enrollment and completion goals:

- No prep courses for math or English to prime them for college course work and increase their academic esteem in these subject areas that traditionally are challenging for first time community college students
- Students unprepared for rigor of courses
- Under-utilization of support programs on campus
- Students' expectation of below college level course sequence
- Math Anxiety and deficit mindset thinking
- Majority of sections taught by adjunct faculty (non-locals)
- Unbalanced student educational plans
- Prohibitive textbook costs (lack of OER/ZTC options)
- Faculty demographics that do not reflect the student population

What needs to be done to remove these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Santa Ana College has taken great strides in its work to reinforce positive student outcomes through the Guided Pathways framework and the Student Equity and Achievement Plan. However, more work needs to be done to ensure student enrollment, success and timely completion of English and math. In efforts to address and remove these barriers the college must continue to engage in these practices:

- The college has removed all below college-level courses in English and Math
- Continue to offer support courses for students in college-level English (i.e., English 101/66 combination course)
- Continue/expand to offer support courses for students in college-level math (i.e., Math 140S, 219S)
- Focus orientation on an understanding of the realistic rigor of college level work
- Actively direct students to support services on campus and ensure that these services are well-staffed, vibrant and relevant
- Actively connect coursework to the services available in the Learning Center and Math Center
- Refer students to non-credit options for additional support in math and English
- Engage students with college wellness services that address Math Anxiety and deficit mindset thinking

- Incentivize adjunct faculty to engage in best practices for our unique student population
- Work towards providing more OER/ZTC options for students
- Engage Counselors in a discussion about the formulation of more balanced student educational plans
- Actively recruit and hire diverse faculty in the disciplines reflective of the cultural demographics of the college community
- Work closely with institutional research to identify the quantity, characteristics and climate of the students taking English and math (find out why they are not taking/passing the courses)

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Santa Ana College has been proactive in its diligence towards removing student friction points and scaling up its efforts to counteract disproportionate impact. Below are the list of equity considerations and the institutional action to remove them:

- The college has improved access to student educational goals by removing barriers to gateway courses in college level math and English (assessment has been eliminated along with below transfer-level courses)
- Because textbook costs can be prohibitive, SAC has made a concerted pivot towards encouraging and supporting the use of OER/ZTC for all classes
- The college is in the process of restructuring its tutoring support services; the reconstruction of the library facility as a central hub and recruiting a director for comprehensive services is a part of the college's Master Plan
- Enrollment and development in support courses has remained robust and the academic disciplines continue to create new ones (especially in math)
- SAC is in the process of hiring several faculty and staff positions in response to increased FTES growth. Extra consideration has been taken to ensure diversity and cultural sensitivity during the recruitment process.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

Helper Text: N/A

Santa Ana College continues its work to reinforce the importance of the Guided Pathways-informed model for math and English. The AB 705 Monitoring group was launched in 2019 to evaluate the college's compliance with the state mandates for AB 705 and AB 1705. The group holds monthly meetings and reports annually on the progress of the initiative.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Currently there are no specific barriers to the work of the AB 705 Monitoring Group in terms of their directive. However, there have been no clear mandates or resources for the AB705 Monitoring Group. In support courses and learning/tutoring centers, there are a number of barriers stated previously in this section. Support for placement of academic counselor permanently within AB705 Group.

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of 'Transfer-level Math & English Completion' equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

Santa Ana College continues its work to reinforce the importance of the Guided Pathways-informed model for math and English. The AB 705 Monitoring group was launched in 2019 to evaluate the college's compliance with the state mandates for AB 705 and AB 1705. The group holds monthly

meetings and reports annually on the progress of the initiative and its continued implementation.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

The AB 705 Workgroup, in conjunction with the Office of Institutional Research, has reviewed data and established that completion rates in math and English are low (combined 9%) but increasing. The workgroup is suggesting a goal of increasing success rates for the two disciplines by 25% each year (from the base completion rate of 9%).

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

The college will need to continue to monitor the completion data, offer support and continue best practices connected to student achievement.

What learnings and improvements related to this goal does your college believe would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

It will be important to create an annual assessment of the progress toward the growth goals and a climate study that examines what new innovations and potential barriers might be present during the achievement of the stated goals.

Question Group: Transfer

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Helper Text:

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

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Selections:

More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

The mission of the Santa Ana College University Transfer Center is to provide information and assistance to students preparing to transfer to baccalaureate-granting institutions. The University Transfer Center hosts a range of programs designed to help students succeed here at Santa Ana College and beyond.

The goal is to increase student success transfer rates by 2% by providing all students with the most current transfer information and transfer services, pertaining to admissions to California State University, University of California, Private, Historically Black Colleges and Universities (HBCU), and other Out-of-State institutions. According to SAC's Student Equity and Achievement Plan our mandate is to address our disproportionately impacted (DI) male populations and each of the next three years will address:

- **1-year outcome:** Inquiry, establish internal and external partnerships, establish metrics that we will use as our baseline data to establish Year Two (2) and Year Three (3) goals
- **2-year outcome:** Engage in activities for male students to transfer to a four-year institution in three years from 126 to 146 students (20 students or 15.9% increase)
- **3-year outcome:** Increase the transfer of male students to transfer to a four-year institution in three years from 146 to 169 students (23 students or 15.9 increase); Create a community culture where male students have connection to support services and a sense of belonging

at SAC; Create a community culture where male students have connection to support services and a sense of belonging at SAC.

An overall outcome is to increase the number of Associate Degree's for Transfer (ADTs), TAG submissions to participating institutions in the University of California system, Historically Black Colleges and Universities (HBCU)s, CSU General Education Certifications, IGETC Certifications.

In addition, we focused on increasing the retention rate for Santa Ana College Promise students by providing transfer specific counseling services, transfer orientations/presentations, and other transfer related services. During the 2021-2022 academic year our numbers decreased due to the Covid-19 pandemic.

- For 2021-2022 there were a total of 1837 students that transferred to CSU's, UCs, and Private/Out-of-State four-year universities.
- This number is a decrease from 2020-2021; during that academic year 1,975 SAC students transferred to a four-year university.
- For the 2021-2022 academic year we welcomed 476 students and provided them with IGETC/CSU general information, transfer resources, and university information.
- For the 2021-2022 academic year there were 662 ADTs awarded. This number is a decrease from 2020-2021; this is a decrease from the previous academic year which resulted in 714 ADT's awarded at Santa Ana College.
- For 2020-2021; during that academic year there were 78 UC TAG's that were submitted.
- For the 2021-2022 academic year there were 68 UC TAG's that were submitted.
- For the 2021-2022 academic year there were 789 CSUGE certifications that were awarded; this is a decrease from the previous academic year which resulted in 890 awarded CSUGE certifications.
- For the 2021-2022 academic year there were 307 IGETC certifications that were awarded; this is an increase from the previous academic year which resulted in 303 awarded IGETC certifications.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

During the past three (3) years, the COVID-19 Pandemic has presented barriers to increasing the transfer rates of Santa Ana College students. The California Community College system has been negatively impacted by a reduction in student enrollment. In addition, the pandemic impacted student's physical and mental health. Students enrolled in fewer units per term and completed their courses at a lower rate.

- Students have reported increased levels of food insecurity, homelessness, mental health, and unemployment.
- Students are challenged with paying the tuition costs and matriculation for the fall semesters. To overcome the fiscal barrier, all incoming students complete their financial aid application (FAFSA), with the intent to address any financial aid related issues so that their tuition will be taken care of by either financial aid or the SAC Promise.
- SAC has a high percentage of students who are first-generation college students and have a low-socio-economic status. They are challenged as they transition from high school to college. Students are encouraged to participate in student activities or academic programs that assist students in their socialization and transition from high school to college.
- As first-generation college students, many of them lack the awareness of what student support services are available to address their personal and academic needs.
- The Santa Ana College University Transfer Center has experienced a reduction of staffing, which limits their capacity to serve students and execute transfer services and strategies.
- Black/African Diaspora students are not able to locate information on HBCU transfer program, and not aware of guaranteed transfer if they meet the eligibility requirements.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

In the late 1980's and early 1990's, major legislative and education system initiatives established the framework for implementing transfer and articulation in California. Two major pieces of legislation with this focus resulted in the development of a comprehensive system of transfer, including an intersegmental general education core curriculum (SB 121 in 1991) and transfer center funding (AB 1725 in 1990). AB 1725 acknowledged the comprehensive mission of the community colleges and for the first-time established priorities. **Emphasis was placed on improving transfer rates and removing barriers to transfer.** In 1991, SB 121 further established that Transfer Centers incorporate the identification, development and implementation of

strategies designed to enhance the transfer of low-income, disabled, and first-generation college students. These strategies include:

- CCC, CSU, and UC to develop a common core of general education courses.
- Required the governing boards of the three public systems to develop and implement formal systemwide articulation and transfer agreement programs.
- Mandated the CCC Board of Governors, community college districts, and individual community colleges to provide sufficient services (transfer centers, special counseling, program and administrative coordination, etc.) in order to “affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students.”
- Directed the community colleges to give preference in transfer services to students from underrepresented backgrounds and economically disadvantaged families.

The Santa Ana College University Transfer Center was established in 1988 to strengthen the transfer function, and to increase the number of Santa Ana College students prepared for transfer to baccalaureate-level institutions through the coordination of our transfer efforts. Since 1988 the Santa Ana College University Transfer Center has implemented and coordinated the following programs to support transfer:

- **Santa Ana College Promise Program (SAC)** is the latest initiative of the Santa Ana Partnership, which was formed in 2011 by the University of California Irvine, California State University Fullerton, Santa Ana College, and Santa Ana Unified School District to elevate academic achievement and college-going throughout the greater Santa Ana area. The goal of the program is to support students who would like to attain a certificate, AA degree and/or transfer to a four-year university. Increase retention rate for transfer students at Santa Ana College Promise students by providing transfer specific counseling services, transfer orientations/presentations, other transfer related services.
 - For the 2021-2022 academic year we welcomed 476 students and provided them with IGETC/CSU general information, transfer resources, and university information.
 - The SAC Promise continues to remove the financial burden of tuition. While many financial aid related issues are resolved during Early Decision, Outreach staff conducts extensive follow up with students after Early Decision to make sure their tuition will be covered.
- **Transfer Mentor Program (TMP)** was created to generate collaboration, learning, and student development for Santa Ana College transfer students. Through peer collaboration, participants increase their knowledge of the transfer process and ease the transition for a university-level education.
- **Summer Scholars Transfer Institute (SSTI)** provides faculty/staff and peer support for students while promoting personal growth, networking, and development of interpersonal skills. Students complete four to five UC transferable units during a ten-day residential program. Students select the option of enrolling in courses such as Earth Science 110 or English 103/103H; an additional unit will be earned by taking Counseling 111. This program’s

goal is to provide transfer students exposure of a learning environment that promotes success, develops academic skills, confidence, a better understanding of how to transition to the UC system. The program culminates with a celebration attended by family, UCI, SAC, and Rio Hondo staff. SSTI is designed to assist disproportionately impacted (DI) populations that are low-income, minority groups, and first-generation college students. The program occurs in July during the summer session. Summer of 2022 marked the return of SSTI since the start of the COVID-19 pandemic.

- **Northern Trip (NT)** provides students with multiple learning opportunities leading to increasing their transfer opportunity to a four-year post-secondary institution. Students can explore four University of California (UC) campuses, including UC Berkeley, UC Davis, UC Santa Barbara, and UC Santa Cruz. Students gain exposure to the roommate experience through their housing assignments for the duration of the program (4 days). Participants establish connections with other transfer students and Santa Ana College (SAC) faculty. Lastly, faculty chaperones can provide students with individualized academic advising and educate them on transfer articulation for the UC system. Since the start of the COVID-19 pandemic, the Santa Ana College University Transfer Center has not been able to offer the Northern Trip. The program is planning a return during the Spring 2023 Intersession term.
- **AP Spanish Exam** is a standardized College Board Advanced Placement examination and is given nationwide only once a year in early May. Special provisions have been made to allow Santa Ana College (SAC) students the chance to take the AP Spanish Exam in order to receive transferable college credit. Credit assigned varies by the individual university based on the score received by the student.
- **The Success at College Conference (SAC Days)** is a student conference that takes place prior to the start of both Fall and Spring semesters to help acclimate and transition entering first year and continuing students.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

Santa Ana College will continue with their initial efforts made this past summer and fall to re-establish transfer services and events that were impacted by the Covid-19 Pandemic, such as SSTI and the Northern Trip. Another goal is to increase the capacity of the Santa Ana College University Transfer Center by hiring new staff and faculty to increase the services provided to students. This action will increase awareness regarding the Transfer Center resources across campus, with the intent to increase the quality of services and number of students served.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. The mission of the Santa Ana College University Transfer Center is aligned with the GP framework by providing information and assistance to students preparing to transfer to baccalaureate-granting institutions. The University Transfer Center hosts a range of programs designed to address the needs of all students to succeed here at Santa Ana College and beyond. There is a need to increase the awareness of the various services and programs available to students. The following strategies have been identified to increase this campus wide awareness:

- Increase the staffing of the Santa Ana College University Transfer Center.
- Create a marketing campaign that, “affirmatively seeks out” disproportionately impacted students, such as the following affinity groups and academic programs (SAC Honors Program, MESA, Puente, Umoja-Ujima/U2Scholars Program, Asian Pacific Student Program, Undocu-Scholars Program, Rising Scholars, SAC Pride-LGBTQIA+, and Guardian Scholars).
- Making sure that transfer services and events are available in all modes of delivery and learning, especially in-person contact.
- Seek funding sources that provide the necessary support to successfully implement and sustain transfer strategies and current practices.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

Instruction

- Curricular content review: (re)design/develop Culturally Responsive Curriculum Audit
- Thematic courses: ENGL with Black/AA emphasis; images in textbooks, classroom, on campus with “micro-affirmations”
- Continue and expand the New Faculty Institute with an equity focus
- Partner with Black/African American faculty from Historically Black Colleges and Universities (HBCU), and four-year universities to serve as a guest lecturer to include an assignment in courses in as many disciplines as possible
- ACUE-type training for faculty

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- Simplify onboarding processes with robust systems of culturally sensitive support; improve the learning experience for students from messaging, onboarding, supports, mentorship, transfer rates
- Increase community partnerships with local, national, and international organizations focused on Black/African American communities to support the creation of a culturally sensitive communities of support on campus where Black students persist and thrive
- Student mentorship programs (current SAC students, SAC Alumni in various disciplines, mentors from community organizations and the workforce as well as from four-year universities to support smooth transition
- Create a climate survey to be administered in the Fall and Spring semesters to evaluate whether or not our efforts are effective for Black/AA students
- Continue and expand the New Faculty Institute with an equity focus.
- Guided Pathway Plan (2.0) with Outreach/Summer Melt/Year 1 and other momentum points (GP)
- Black/AA representation assisting with holistic student services
- Culturally sensitive training especially focused on African American/Black students for tutors, student ambassadors, classified and faculty
- Collaborate with dual enrollment schools to create a Black/AA student cohort within each school to connect to our U2Scholars/SAC Student Clubs
- Increase number of events focused on Black/AA Students
- A formal assessment of the surrounding African American community and exploring opportunities to develop strong external relationships
- Culturally relevant and race-conscious marketing & outreach efforts
- Comprehensive, equity- minded communication plan with reminders to students throughout the enrollment process; direct, empathetic messaging or phone calls to support students

Budgeting and Administration (HR, Purchasing, Processes, etc.)

- Hire Black/AA faculty/tutors in Math, English and tutoring centers
- Faculty Hiring Process: Review, revise hiring practices and guidelines for administrators/classified professionals to foster the support and representation of the Black/AA population on campus
- Support classified staff who “go the extra mile” to support of Black/AA students
- Create a regular discussion group for faculty and staff to discuss, support, learn from one another as they navigate the sensitive issues surrounding race and gender. Create an environment where people feel comfortable making mistakes so that we can have the “courageous conversations” necessary for this work

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

The Santa Ana College University Transfer Center has experienced a reduction of staffing, which limits their capacity to serve students. A clear commitment to hire more staff and faculty will allow the UTC to effectively deliver transfer services and implement future strategies. Further, SAC in increasing discussions with universities and four-year colleges transfer departments within UC, CSU, and HBCUs to strive to increase the rate of transfer for all of our students and with heightened focus on our Black and African Diaspora students.

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

SAC has adopted and implemented The California Guided Pathways (GP) Model and launched the Career and Academic Pathways Success Team in fall 2021. SAC has transitioned the GP Core Team from Academic Affairs to the Guided Pathways Executive Team into Student Affairs and branded it Guided Pathways 2.0.

The new structure of Guided Pathways 2.0 includes the following:

Guided Pathways Executive Team

1. Vice President of Student Services
2. Vice President of Academic Affairs
3. Dean of Student Affairs
4. Dean of Counseling
5. Dean of Academic Affairs
6. Director of Student Success
7. Student Equity Faculty Coordinator
8. Director of Career Center

9. Classified Staff from Success Team

Tri Chair Model

- Dean of Student Affairs – Administrative Support
 - Enter the Path: Entry Team and Outreach
 - Stay on the Path (Future): Infusion of Affinity Groups/Cultural Center
- Dean of Counseling
 - **Clarify the Path – Career Center/Transfer Center Events**
 - Stay on the Path - Success Teams and Starfish
- Dean of Student Affairs and Student Equity Faculty Coordinator
 - SEAP, Teaching/Learning, Program Maps
 - Clarify the Path and Teaching and Learning

The Santa Ana College University Transfer Program's services are aligned with the intent, services, processes, and targeted student success outcomes outlined in Clarify the Path and Stay on the Path pillars. The goals to support students who would like to attain a certificate, AA degree and/or transfer to a four-year university will be accomplished by providing transfer specific counseling services, transfer orientations/presentations, and other transfer related services in alignment with the overarching goals of the Guided Pathways 2.0 framework.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

The University Transfer Center (UTC) hosts a range of programs designed to address the needs of all students to succeed here at Santa Ana College and beyond. In order to continuously improve the UTC must align with the Guided Pathways framework, which asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. There is a need to increase awareness about the numerous services and programs available to students. The following strategies have been identified to increase this campus wide awareness:

- Increase the staffing of the Santa Ana College University Transfer Center.
- Create a marketing campaign that, “affirmatively seeks out” disproportionately impacted students, such as the following affinity

groups and academic programs (SAC Honors Program, MESA, Puente, Umoja-Ujima/U2Scholars Program, Asian Pacific Student Program, Undocu-Scholars Program, Rising Scholars, SAC Pride-LGBTQIA+, and Guardian Scholars).

- Making sure that transfer services and events are available in all modes of delivery and learning, especially in-person contact.
- Seek funding sources that provide the necessary support to successfully implement and sustain transfer strategies and current practices.

Question Group: Completion

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

Helper Text:

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

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

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

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

Selections:

Less than 50% complete

Sub Questions:

Which areas of Completion does your college identify as Less than 50% complete?

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

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Our local goal is to increase the vision for success definition of completion within three years by at least 12.5%. Additionally, in alignment with our current Student Equity and Achievement Program (SEAP) plan goal to focus our efforts on our highest student group in need of support in this area are our male students. We will strive create a community culture where male students have stronger connections to support services and develop cross campus relationships/mentorships that foster their sense of belonging to increase their completion rates also by 12.5%.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Over the past two years, with the directive of our new college President, Santa Ana College has been dedicated to using a variety of data collecting measures to truly learn about the opportunities of growth required to truly meet the needs of our students and campus community at large. In reflection on our SEAP plan, we have been reminded that if we can eliminate barriers and gaps in accessibility and student success within our DI populations then we can duplicate the best practices or lessons learned to serve the remainder of our student body and campus community. Santa Ana College has historically seen that males are disproportionately impacted related to degree and certificate completion which serves as a barrier to transfer to a four-year university or join the workforce with a certificate of completion. We believe that societal influences and socio-cultural pressures serve as the main point of friction having a negative impact on our male students. A major barrier to reach this goal has been overall male participation and engagement in school supports and services established to directly guide students to course, certificate and degree completion.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Not total implementation of the Nuventive tool campus wide. While all programs do have learning outcomes, we are hopeful that the complete implementation of the Nuventive tool will assist us in being more transparent about the skillsets developed in our programs and the direct needs of the workforce or further education needed for our students to be competitive and successful. Nuventive allows us to connect these outcomes to program review and will encourage further honest evaluation of our curriculum development to appropriate response to both our student and communities needs.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

We continue to investigate the current student barriers and friction points in effort to solve and scale equitable practices and experiences for all.

These are some of the ways we have begun this work:

- Review service areas and identify cultural centers where we can better serve students to build a sense of belonging at SAC
- Learning communities and linked courses for these students with allied instructors
- Evaluate course completion rates of students receiving basic needs support was XX and XX % of these students pass their classes with a C or above Strengthen, expand, and leverage internal groups such as “Men of Color”
- Intentional outreach that are male student centered – Collaborate with Affinity Centers at high schools
- Building more intentional relationships within our campus community and programs that serve a higher proportion of males (automotive, fire technology, etc.)
- Enrollment in Affinity Centers as an element of early decision
- Diversify staffing of Outreach dept/team and ambassadors so that there is male representation and informed outreach training •Review gaps in our community. Assure front line staff reflects the community they hope to reach. (Could be said about other groups such as LGBTQIA or disabled, etc.) Program Mapping to facilitate degree completion •Recruit & advertise within these communities (HBCUs, develop a pipeline to employment?)
- Identify male centered community groups- Fraternities, 100BlackMenOC, Males in Education, etc. to serve as peer mentors
- Identify ways to create connection among males at SAC to build stronger relationships
- Intentional marketing to recruit male classified/staff/faculty professionals
- Cultural awareness & sensitivity training is needed for faculty focused on males
- Training in hiring practices Diversity, Equity, and Inclusion

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed completion work remains an institutional priority moving forward?

Helper Text: N/A

Being transparent and communicative about the value and importance of aligning the Guided Pathways work and with the Student Equity Plan in

addition to moving the program oversight under the Office of Student Services, creates a stronger more sustainable program.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Currently, the greatest barrier is the lack working capacity for current faculty and staff that do the Guided Pathways work. There have been recent discussions on how to increase the capacity and support the development of a larger team/office of Guided Pathways and Student Equity team members.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

Which areas of Completion does your college wish to discuss for this selection?

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

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

Engaging the entire campus community to move to using Nuventive to allow us to better gain overall points of friction for students and begin to find solutions.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

We must continue to seek ways to build relationships and communities of practice that nurture deeper systems of support for all students in order to help them successfully complete and/or transfer.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Question Group: Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college’s progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

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

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

In summer 2022, a new Student Equity Faculty Coordinator was appointed to continue the equity work on campus while at the same time transitioned the GP Core Team from Academic Affairs to the Guided Pathways Executive Team into Student Affairs and branded it Guided Pathways 2.0. With the rapid double digit increase in college enrollment, new workforce development programs and opportunities, and ongoing innovation and campus wide development and growth we continue to navigate through ensuring the Guided Pathways work continues to move forward and evolve with the support of faculty, Student Success teams, new Early Decision team, additional coordination from credit and non-credit and classified staff support positions. Further, with the new GP 2.0

roll out and responsive student-centered design to accomplish the goals of the plan, the timeline of hiring new staff and faculty becomes a concern.

In order to move to an ideal practice, the college will leverage Institutional and Effective Practices Initiative (IEPI) grant work plan related to Guided Pathway Learning and Engagement efforts (especially related to Program Mapping), create workgroups across campus and with the SEAP Committee to address desired outcomes and practices, review existing campus and committee structures to determine best practices, review equity components within Guide Pathways framework (CAGP 2.0) to continually align efforts with effective practices.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

The Guided Pathways Executive Team (GPET) and SEAP team have met on a regular basis to coordinate and align the Guided Pathways work and the current Student Equity and Achievement Plan to ensure that the goals of each plan are moving towards closing gaps and increasing student success. There have been student focus groups and surveys seeking more student input as to how SAC may address their needs and offer the best most relevant holistic support system possible. All past practices within the major program offerings of SEAP have been reviewed and updated with the input of the SEAP Committee, GPET, and the SAC research department. SAC is committed to increasing a sense of belonging and community for our students and the entire campus community and continues to develop and nurture new community partnerships which serve our DI populations to bring their expertise and programming on campus in efforts to uplift the student's ability to address and achieve success within all Guided Pathway Pillars.

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

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

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Increase capacity for positions that are solely dedicated to the Guided Pathways and Student Equity and Achievement Plan work by surveying and evaluating the current positions and work impact among leadership, administration, classified staff and faculty to fully integrate both plans.
Intermediate: Continue to engage in deep inquiry to assess effective ways SAC may develop race-conscious and retention practices of staff and students so that the GP goals can be realized.
Long-Term: Create dedicated GP and SEAP combined workgroups that that continue to communicate and propose ways to embed culturally relevant pedagogy and practices across the SAC curriculum and the culture and practical ways that we can remove barriers and redesign systems for our SEAP identified student populations as well as successful campus wide student achievement.

How will your college evaluate these listed outcomes?

- We will work with SAC research department in order to identify the best evaluation practices to evaluate, measure, analyze and address the aligned goals and outcomes for our DI populations within both the Guided Pathway and SEAP plans.

Question Group: Associate Degree for Transfer (ADT) Integration

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

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

Selections:

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

Santa Ana College (SAC) has fully integrated the ADT Program within Guided Pathways to achieve KPI metrics. SAC immediately responded to SB 440 Padilla, Public postsecondary education: Student Transfer Achievement Reform Act, that passed in October of 2013. According to SB 440, "A community college shall create an associate degree for transfer in every major and area of emphasis offered by that college for any approved transfer model curriculum approved subsequent to the commencement of the 2013-14 academic year within 18 months of the approval of the **transfer model curriculum.**" As the Transfer Model Curriculum (TMC) templates became available through the Chancellor's Office, SAC began the development of their ADTs (31) that had a corresponding AA/AS degree. Based on the abundance of curriculum at SAC, we developed numerous ADTs. Initially, there was a website tracking this ADT development for all community colleges in California, and SAC was closely monitored. As a result of this external monitoring and a robust curriculum development process at SAC, we met our goal several years ago to remain 100% compliant with the state and ADT development. SAC has remained vigilant and monitors for any new TMCs that are established.

SAC established the goal to increase the number of Associate Degree's for Transfer, TAG submissions to participating institutions in the University of California system, CSU General Education Certifications, IGETC Certifications.

- For the 2021-2022 academic year there were 662 ADTs awarded. This number is a decrease from 2020-2021; this is a decrease from the previous academic year which resulted in 714 ADT's awarded at Santa Ana College.

- For the 2021-2022 academic year there were 68 UC TAG's that were submitted. This number is a decrease from 2020-2021; during that academic year there were 78 UC TAG's that were submitted.
- For the 2021-2022 academic year there were 789 CSUGE certifications that were awarded; this is a decrease from the previous academic year which resulted in 890 awarded CSUGE certifications.
- For the 2021-2022 academic year there were 307 IGETC certifications that were awarded; this is an increase from the previous academic year which resulted in 303 awarded IGETC certifications.

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

SAC is still subject to the 18-month clock of ADT development and when new TMCs are made available, we must respond. Currently, these new TMCs are infrequent and are usually an update of a previous TMC. For example, a TMC for Business Administration 2.0 was made available to replace the TMC for Business Administration. SAC adhered to the 18-month clock, developed this degree, and implemented it in the Fall 2022 catalog. Similarly, a new TMC for Communications Studies 2.0 was made available to replace Communication Studies. SAC also adhered to the 18-month timeline and developed this degree. It has been sent to the CCC Chancellor's Office for approval with plans for it to be included in the 23-24 catalog.

There are also TMCs for "areas of emphasis" and CCs are not required to develop these as ADTs but are encouraged to do so. The Political Science department may submit a proposal for an ADT in Global Studies during this curriculum cycle to be effective in the 24-25 catalog if approved. This is an area of emphasis based on an ADT, but it will work in practice the same way that all ADTs in terms of student benefit.

To optimize and sustain the integration, what is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Santa Ana College will continue to monitor and update all existing ADTs regularly. The approval process requires that the TMC template update must include the supporting articulation documentation (as needed) and must also be provided to the ccc chancellor's office. In addition, the template is reviewed on a state level every five years (or that is the intended goal). This review brings CCC and CSU faculty together to determine what, if any, changes should be made to the template.

We have observed that most of students' information about ADTs comes from their meeting with counselors to discuss their educational and career options and the development of their comprehensive educational plan.

SAC will continue to increase campus wide awareness by marketing the ADTs through the University Transfer Center and in the SAC Catalog. The articulation officer provides an annual update about SAC's ADTs (see current catalog p. 20-21). The ADTs are listed in the catalog and each year a separate handout for each ADT is posted on the articulation website:

<https://sac.edu/StudentServices/Counseling/articulation/Pages/Associate-in-Arts-for-Transfer.aspx>

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

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

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

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

- Establishing permanent funding streams and faculty/staff support position for the continuous development of ZTC courses, curriculum updates, and OER/ZTC pathway development required for sustainability across disciplines (credit and non-credit), including the state’s current Zero Textbook Cost Program grant.
- Not all courses have an OER or ZTC option (SAC SEAP Plan)

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

- Applied for grants & temporary campus funding streams
- Established [OER/ZTC Degree Pathways](#): Associate in Science in Business Administration for Transfer (AS-T) and the Liberal Arts Associate Degree
- [Academic Senate Resolution](#) for campus-wide support of OER & ZTC
- PD for faculty to find and implement OER/ZTC (e.g., workshops offered regularly during PD Weeks and the New Faculty Institute)
- Establishing OER & ZTC filters in course registration system
- Providing definitions for OER & ZTC to students in a prominent location of the course registration system
- Providing SAC Days workshops to incoming students on OER and ZTC courses & pathways
- Educating faculty, chairs, and admins on OER/ZTC course designation protocols
- [Research support](#) for OER/ZTC course materials provided by dedicated librarian faculty
- Established an OER/ZTC Faculty Work Group to support and advise on campus OER and ZTC initiatives (see “[OER/ZTC Faculty Governance](#)”)

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

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

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:

<p>Identify ZTC pathways for the Zero Textbook Cost Program grant.</p>
<p>Intermediate:</p> <ul style="list-style-type: none"> • Development of Zero Textbook Cost Program grant-funded pathways. • Develop plan for permanent/institutionalized funding, necessary faculty release time for creating OER/ZTC courses and updating curriculum per CIC regulations, and establishing a dedicated faculty OER/ZTC coordinator to support ongoing OER/ZTC initiatives (to be proposed to the SEAP Committee and VP of Academic Affairs). • Establish a dedicated faculty coordinator position to lead OER/ZTC campus initiatives.
<p>Long-Term:</p> <ul style="list-style-type: none"> • Assess implementation and success of ZTC Program grant. • Establish ongoing institutional support for ZTC Program grant pathways. • Implement plan for permanent/institutionalized funding for SAC OER/ZTC initiatives.

How will your college evaluate these listed outcomes?

- Assessment of The ZTC Program grant will be completed as stipulated in the AB-132 Postsecondary education trailer bill, Section 78052.9: “Provide the chancellor with all legislatively required report data, any planning, progress, and outcome information associated with the grant, and any additional information that the chancellor determines necessary.”
- Ongoing assessment of the ZTC degree pathways resulting from this grant will include comparative data collection of ZTC and Non-ZTC student success, retention, and completion metrics.

- What would be a constructive way to assess institutionalized support of OER/ZTC initiatives? (Referring here to permanent/institutionalized funding, necessary faculty release time for creating OER/ZTC courses and updating curriculum per CIC regulations, and establishing a dedicated faculty OER/ZTC coordinator)

Permanent institutionalized funding will be identified for the following:

- *Faculty release time for creating and updating*
- *Dedicated faculty OER/ZTC Coordinator*

Question Group: California Adult Education Program (CAEP) Integration

Using the scale below, describe your college’s progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

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

Selections:

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

Need for expanded noncredit to credit bridges for diverse discipline areas with regional impact for workforce development. Seamless institutionalized processes for students to transition from noncredit to credit need to be built to scale and serve students. Focus on collaboration for opportunity, growth and access for CAEP students.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

Highlight successful noncredit to credit transition programs, student completions, and faculty partnerships. Integrate credit and noncredit faculty in shared governance committees/subcommittees such as Academic Senate, Curriculum Council, Workforce Council, College Council, and Planning and Budget Meetings. Include noncredit stakeholders in large campus wide events such as Employment

Summit, Transition Events, Student Success Conference and joint graduation ceremonies. Intentional integration of Building Bridges into multiple disciplines in the college. Noncredit courses provide both skills building and professional development entry points and do not have repeatability limits for credit students.

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

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

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Continue the Student Success Conference. Market programs/opportunities to all students. Expanded articulation agreements to support noncredit to credit pathways in diverse discipline areas.
Intermediate: Support from credit faculty for expanded CAEP noncredit curriculum and program development to facilitate transition to credit programs.
Long-Term: Measure student retention, transfer from noncredit to credit and completion of both noncredit and credit programs. Creation of affinity center for adult education students.

How will your college evaluate these listed outcomes?

- Number of Enrollees (Enter the Path)
- Number of orientation or onboarding activities and events for students. (Clarify the Path)

- Number of noncredit to credit program bridges (Clarify the Path)
- Number of engagement opportunities for credit faculty to learn about noncredit programs. (Enter the Path)
- Increased persistence rates (Stay on the Path)
- Number of noncredit to credit seamless transitions related to their course of study (Ensure Learning)
- Number of articulation agreements established to support noncredit to credit transition.
- Established affinity center for adult education students.
- Established institutionalized process for CAEP students to transition to credit.

Question Group: Strong Workforce Program (SWP) Integration

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

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

Selections:

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

Santa Ana College has been effectively leveraging Strong Workforce Program (SWP) local and regional grant funding to develop, expand, and revitalize Career Education pathways in fields that are critical for local workforce development needs.

For instance, the college has invested over \$1.6 million in SWP funding since 2017 to fully revitalize the Automotive Technology, Diesel Technology, and Welding Technology programs. This funding has been used to purchase and refurbish necessary equipment and instructional supplies, compensate faculty for curriculum development work, provide training and professional development for faculty, and host industry advisory meetings, among other activities. These investments have been critical for upgrading pathways to in-demand careers in the SAC service area. This work directly supports Practice B under Pillar 1 of Guided Pathways.

As a result of these critical investments, Automotive Technology courses have seen an increase in student enrollments of 103% since 2020.2 Additionally, Welding Technology courses have seen an enrollment increase of 132% and Diesel Technology courses have seen an enrollment increase of 175% since 2020.

Santa Ana College has also used SWP funding to hire a Job Developer position to work with local employers to provide work-based learning, internship, and apprenticeship opportunities for SAC students. This work directly supports Practice A under Pillar 4 of Guided Pathways.

There are two challenges that limit efforts to further integrate Guided Pathways and SWP. The first is the tight timelines to spend down SWP funding. This forces the directors of SWP-funded projects to complete equipment purchases quickly, which is not always feasible given the community college district's procurement processes. This puts extra work on faculty and limits the ability of departments to obtain the equipment and supplies needed to further improve their programs. An added challenge is the ability of full-time faculty in many programs to manage and oversee SWP-funded projects given their teaching load, committee assignments, and work as department chairs. Even though the college is able to compensate faculty for additional work related to professional development/training, program planning, and curriculum development, many departments that could benefit from SWP funding to help improve and expand their Career Education pathways do not currently have faculty with the capacity to serve as SWP project directors.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

In order to overcome these challenges, the Office of Career Education and Workforce Development (CEWD) has invested SWP resources in several full-time administrative and Classified positions in order to better support Career Education programs with project management and daily grant operations. This Career Education infrastructure is necessary for helping SAC's Career Education programs meet the needs of students, business and industry partners, and the broader community. The college is also leveraging SWP funding to provide LHE compensation to faculty for completing curriculum development work, managing grant program activities, and attending trainings and professional development sessions.

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

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

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Review highest priority CE programs to identify needed equipment and curriculum updates
Intermediate: High priority programs leverage SWP funding to work with regional employers to update curriculum and purchase needed equipment
Long-Term: All CE programs complete the process of reviewing curriculum and equipment to ensure labor market relevance

How will your college evaluate these listed outcomes?

The Office of Career Education and Workforce Development will track SWP-funded projects and monitor enrollments, FTES, and completed awards, among other SWP success metrics to measure the impact of these investments in high-priority regional industry sectors.