

Quality Focus Essay

The Quality Focus Essay is the component of the ISER which will provide the opportunity for Santa Ana College to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.

Guided Pathways at Santa Ana College

As one of 20 demonstration colleges of the California Guided Pathways Project, Santa Ana College has been engaged in a critical transformation of our institution since Fall 2017. The work initiated with a plan to implement various projects which are intended to have a positive impact on improving student learning and student achievement over a multi-year period.

Our college's Guided Pathways effort was grounded in a need to address lagging key performance indicators as reported by the California Community College Chancellor's Office based on 2017 data:

- 1) Santa Ana College students attempted 13 credits per year compared to a statewide average of 19 credits per year,
- 2) 47% of our college's students were persisting from term one to term two compared to a statewide average of 68%,
- 3) 5% of our students completed both transfer-level English and math in year one,
- 4) 2% of our students successfully earned 15 or more credits in their first term, and
- 5) 3% of our students successfully earned 30 or more college credits in year one.

In an effort to increase success rates, persistence, and completion, our Guided Pathways team has focused on advancing three major projects, as outlined below.

Quality Focus Project #1 - Career and Academic Pathways

Without a clear pathway to completion, student often accumulate up to 30 units beyond their degree requirements. The development of meta-majors is a critical piece of the Guided Pathways framework to ensure that students are focused in their academic planning. To increase the clarification of student's paths, Santa Ana College undertook a data-driven approach in the development of eight Career and Academic Pathways. Using cluster analysis of the College's 255 programs, our Guided Pathways team created eight unique Career and Academic Pathways (meta-majors). The development of meta-majors is designed to encourage students to identify their career and academic pathway early and increase the likelihood of students persisting from term to term and increase the number of students who complete the degree of their choice.

Upon application to Santa Ana College, students are provided with the option of identifying a Career and Academic Pathway that best aligns with their career interests. Based on best practices from other community colleges, the identification of an undecided major often prolongs time to completion of degree. Our Guided Pathways team decided early on to eliminate the undecided major as an option.

Santa Ana College’s Career and Academic Pathways were launched in Fall of 2019. Incoming and ongoing students were invited to participate in an introduction to their preferred Career and Academic Pathway during a pre-semester workshop. Evidence shows that students who are able to identify their path sooner will result in a shorter time to completion of degree and increase the likelihood of persistence.

Based on Fall 2020 Enrollment data on entering freshman, our Career and Academic Pathways include:

Career & Academic Pathway	Number of Programs	Number of Students (entering freshman)
Design, Make & Move (automotive, manufacturing & engineering technology)	44	190
Creating our World (art, media & performance)	41	198
Money Matters (business & paralegal)	37	353
STEM (computers, math & science)	29	297
People, Ideas, and Culture (humanities, social sciences & languages)	26	397
Helping Others (public health & safety services)	24	1107
Future Educators (child development, teaching & library technology)	16	186
Building Bridges (continuing education)	6	??

Although support services are available throughout our college, the concept of bringing support personnel to form a team providing wrap-around services has been shown to increase student persistence. To this end, our college formed Success Teams for each of our eight Career and Academic Pathways. Each Success Team consists of a coordinator, faculty lead, counselor, and career coach. Currently, each success team has been tasked with three goals: 1) ensuring that Pell-grant recipients are receiving their financial aid and have completed the FAFSA/ Dream Act applications, 2) ensuring that all students have an electronic education plan, and 3) ensuring that all students are in the right major by participating in career exploration activities.

In addition to the three main goals outlined above, Success Teams will also work with the college career center to identify “near completers” (students who have completed 80% of a CTE certificate) and encourage them to return to complete their certificate. The Success Teams’ presence from the start of a student’s academic journey creates a support structure to ensure that incoming freshman enroll in and complete a transfer-level math and English class in their first year, thought follow-up, check-ins and nudges using our new Starfish tracking tool.

Commented [CS1]: I'm not seeing a clear connection here. What is the thread between the Career Center > Near Completers > Returning students > Transfer-level English math? I'm less sure about this complete statement, so I edited.

Considering that Success Teams were launched in Fall 2020, it is intended that the college will be gathering data on in order to track the success of the goals in increasing persistence, accelerating completion of transfer-level math and English courses, decrease unit accumulation, increase degree/certificate completion, and transfer to a CSU or UC.

Although data was gathered for student completion rates of transfer-level math and English classes in their first year, and number of units enrolled, these data will serve as a baseline for comparison to subsequent semesters.

Activity	Responsible Party	Resources	Timeline
Continue to evaluate programs under each CAP, per curriculum changes to programs	Curriculum Office GP Core Team	Personnel	Yearly, ongoing
Enhance marketing efforts to promote CAPs to all incoming students	Public Relations Office Dual-Enrollment Office Outreach office	Financial resources to support marketing efforts	Yearly, ongoing
Align Santa Ana College CAPs with existing SAUSD pathways so students can easily transition	Public Relations Office Dual-Enrollment Office	Dual-Enrollment Office SAUSD staff	Spring 2021 Fall 2021

Commented [CS2]: This comment is not about the QFE, but about assuring we are following our own implementation plans. Let's make sure we've institutionalized this (program changes) and be sure Cristina is also aware when we are designing our GP agendas.

Quality Focus Project #2 - Program Mapping

Early in our Guided Pathways implementation, the development of program maps was identified as integral to advancing our student success and achievement goals at Santa Ana College. To initiate the development of program maps, content faculty and counselors collaborated in the development of program maps for local Associate of Arts, Associate of Science and Associate Degrees for Transfer. Counselors vetted completed maps for accuracy and feasibility.

Currently, our Guided Pathways team is working to establish a process for the annual maintenance of program maps as part of the established program review process. It is anticipated that personnel and technology resources will be needed to create this process.

Program maps, as a fundamental part of the Guided Pathways framework, are designed to increase student completion by providing an articulated plan for student's coursework across terms. The concept of mapping has begun to influence other areas of our campus to improve student guidance, in particular there has been interest in developing a career-oriented map to assist students in developing their professional profiles during their academic journey, as well as a rethinking our Math map to instead reflect Quantitative Reasoning as more course options

become available to serve students with differing educational goals aligned with respective Career and Academic Pathways.

Activity	Responsible Party	Resources	Timeline
Update existing program maps for AA degrees	Department Faculty	Clerical staff to manage program maps	Fall 2021
Publishing of all maps to public website	Digital Media Specialist		Fall 2021
Create program maps for remaining certificate programs and ADT degrees	Department Faculty	Clerical staff to coordinate and manage program maps	Fall 2021 – Spring 2022
Upload program maps to Curriculum Tracks to integrate with electronic ed planning	Curriculum Office	Personnel (Curriculum Specialist)	Spring 2022
Approval process for quadrennial review of program maps	Program Review Department Chairs		Spring 2022 – Fall 2022

Commented [CS3]: I highly recommend this be under the Digital Media Specialist, or it needs to be under Graphics to align with the Catalog and the position of Desktop Publisher.

Commented [CS4]: Can we be more specific about clerical staff?

Commented [CS6]: My recommendation... I don't see this being in CIC... I think the CAP assignment can be CIC, but the maps is more of a program issue.

Quality Focus Project #3 - Learning & Engagement Equity Team

One of the most challenging aspects of Guided Pathways implementation has been the operationalization of the 4th pillar; ensuring that students are learning. Our Learning & Engagement Team was initiated to address student learning with a focus on student equity. Currently, our Learning & Engagement Team consists of student equity coordinators for our credit and noncredit programs, professional development coordinator, outcomes assessment coordinator, and Guided Pathways coordinators for our credit and noncredit programs.

The Learning & Engagement Team is using the T3 framework to guide the work. The model states:

- **Traditional** approach which reflects the current approach or status quo, the acknowledgement of why equity gaps exists at our College.
- **Transitional** practice includes modest modifications to the traditional lens.
- **Transformative** consciousness and practice addresses the historical and sociopolitical causes of inequities and encourages educators to engage in data-informed efforts to repair and restore our educational systems.

Commented [ABM7]: We have added to our membership a Counseling Faculty and STEM Faculty and also the PD Coordinator at non-credit.

The goals of this transformative work is to close equity gaps and dismantle systemic racism. To date, our Learning and Engagement Team has initiated the following projects:

Personal – Critical reflection, increasing self-awareness, priming foundational language, and acknowledging historical contexts.

- Skyline Equity Institutes; 25 faculty and 2 administrators have participated these 2.5 day workshops.
- Coffee with Colleagues is a casual forum open to all of our campus community to discuss campus issues and concerns as well as celebrate successes in the name of equity.
- Convocations for Fall 2020 and Spring 2021 focused on communicating equity practices by renowned speakers, Dr. Kevin Kumashiro and Tim Wise, respectively.
- Monthly book club open to all to discuss Ibram X. Kendi’s “How to be An Anti-Racist”
- Student Life workshops focusing on anti-racism.

Professional – Reflect on classroom and curricular processes, equity-minded curriculum delivery, and creating a more inclusive classroom environment

- Participation in the USC Equity Alliance Leadership
- Equity in Action Allies monthly meetings open to faculty and classified
- Folded many of our 'equity allies' into the CAGP NCII Leadership webinar series.
- New Faculty Institute informing on transformative syllabi, data-driven inquiry, lesson planning, equitable grading and course content. Twenty faculty have contributed 15 hours to this training.
- Developing a local culturally-responsive curriculum audit program (Anti-racist, Equity Practitioner Data-informed, etc.)
- Exploring a district-wide Faculty Equity Certificate with our sister institution
- Collaboration with Professional Development to create meaningful workshops

Systemic – Reflecting on inequitable campus cultures, planning practices, and policies.

- Ongoing engagement in the California Guided Pathways Project.
- Formation of the Academic Senate Anti-Racism Workgroup.
- Participation in the USC Campus Climate Survey.
- Establishment of reporting portal for bias and microaggressions experienced by students and staff.
- Taskforce created to update College’s Equity Plan.
- Establishment and distribution of AB 943 Student Emergency Funds.
- Academic Senate approval of Resolution Committing to Anti-racism, Anti-sexism, and Anti-oppression.

Commented [ABM8]: As much as I would love for L&E to take the credit for the student life workshops I don't know that we intentionally coordinated it. The same thing with the book club but it is a part of the Personal activities that are taking place at our campus. One thing that L&E did do is the Student Voices-which we collected this past semester and was used at Convocation to increase self-awareness of our students' experiences. We hope to continue to use them this semester.

Activity	Responsible Party	Resources	Timeline
Personal – critical reflection, increasing	Learning & Engagement Team	Professional Development	Semester basis – ongoing/evolving.

self-awareness, priming foundational language, and acknowledging historical contexts	Professional Development	Equity Funds	
Professional – reflect on classroom and curricular processes, equity-minded curriculum delivery, and creating a more inclusive classroom environment	Learning & Engagement Team Professional Development	Professional Development	Semester basis – with annual goals. Planning to launch first equity cohort in fall 2021.
Systemic – reflecting on inequitable campus cultures, planning practices, and policies	Learning & Engagement Team Academic Senate College Council Professional Development	Distance Education Office Professional Development	Semester basis – with annual goals.