



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**  
**CALIFORNIA GUIDED PATHWAYS PROJECT COLLEGES' ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2018**  
 Revised November 25, 2019

Institution Name: **Santa Ana College**

Date: **March 1, 2020**

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps” as well as during the follow-up call with CCRC.</i></p> <p><b><u>Equity Considerations in Area 1:</u></b></p> <ul style="list-style-type: none"> <li>Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? <b>Santa Ana College’s main website (sac.edu) is in need of a redesign due to student navigation challenges. Additionally, many sites are not updated and therefore create confusion for students, especially those without prior experience with higher education. However, as part of our Guided Pathways implementation, in fall 2019, we unveiled our Guided Pathways subsites linking from our main college site (sac.edu/guidedpathways). These new subsites are easier to navigate with large icons, concise font, and accessible to all. At our School of Continuing Education (SCE), the entire website has been updated (version 1.0) to be more comprehensible and user-friendly for our student population (sac.edu./sce). The SCE 2.0 website version will be rolled out by May, 2020.</b></li> <li>How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities,</li> </ul>			

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<p>indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? <b>Our research department will be tasked with compiling usage data for Guided Pathways subsites. Hiring of a new Digital Media Specialist will help to ensure that College website is ADA accessible.</b></p> <ul style="list-style-type: none"> <li>How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? <b>Not present. Fine and Performing Arts and other CT programs have provided this info, but it is not consistent across college programs. SuperStrong assessment tool has been implemented and widely used by prospective HS students and continuing students. Career snapshots are provided to students on Guided Pathways subsites providing desired education, yearly income, and job outlook for careers aligned with college programs.</b></li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> <b>Scaling in progress</b></p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Program maps containing further education and employment are 90% complete and verified for local degrees (AA).</li> <li>SuperStrong Interest Inventory is available to all students and aligned with our Career and Academic Pathways (meta-majors).</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Compile remaining program maps (ADTs and Certificates) and verify.</li> <li>Make program maps accessible to students and available online</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2018 to Fall 2019</li> </ul>
<p><b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology      Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Program maps containing further education and employment are 90% complete and verified for local degrees (AA).</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Compile remaining program maps (ADTs and Certificates) and verify.</li> <li>Make program maps accessible to students and available online</li> </ul>

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	<input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> <li>SuperStrong Interest Inventory is available to all students and aligned with our Career and Academic Pathways (meta-majors).</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2018 to Fall 2019</li> </ul>
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Career snapshots are available to students on college website. These contain needed education, salary and job outlook information.</li> <li>Our SCE's website has links connected to these career snapshots.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Gather occupation list from departments who did not submit initially.</li> </ul> <p><i>Timeline for implementing next steps:</i> Spring 2020</p>
<p><b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams          Regional training      On campus /individual training          Technology      Reporting/data          Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed - Detail: (1,000 character)</i></p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Program maps have been completed and verified for most AA degrees.</li> <li>Most ADTs and Certificates have been submitted, but not yet verified.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Coordinate with counseling to identify curriculum tracks based on program maps.</li> <li>Build and maintain curriculum tracks in the student information system.</li> </ul>

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	<input type="checkbox"/> At scale	Term, if <i>at scale</i> or <i>scaling</i> : <input type="text" value="Fall 2019"/>	<ul style="list-style-type: none"> <li>• Build and maintain degree audit rules in Colleague.</li> <li>• Build and maintain course equivalencies in Colleague.</li> <li>• Build and maintain related program relationships in Colleague for fast path “what if” program change scenarios.</li> <li>• Data entry of program maps on the website or other data repository.</li> <li>• Verify remaining program maps.</li> <li>• Publish program maps on college webpage.</li> </ul> <p><i>Timeline for implementing next steps:</i> <input type="text" value="Spring 2020 - Fall 2020"/></p>
<b>1. d. Support Needed?</b> <i>Type of Support – place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i>	<i>Place an X next to one:</i> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date: (2,500 character)</i>  Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i>  <i>Timeline for implementing next steps:</i>

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<p><b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

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<p><b><u>Equity Considerations in Area 2:</u></b></p> <ul style="list-style-type: none"> <li>• Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? <b>Research department and State has provided data on this and has shown gender and ethnicity disparities/differences. These data have been presented to college management. We have considered career education program connection with academic degrees/programs and stacked certificates; there is a need to create more. Counselors advise students on individual basis on meeting immediate needs while planning longer-term goals.</b></li> <li>• For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? <b>On our college Dashboard, every course is broken down for all characteristics (e.g., ethnicity, gender, age, status). This allows us the ability to follow student success. Strategies to improve college success include a new and improved early alert system and more training planned for staff and faculty. Students are also referred to student support centers and resources, and our SCE to improve success.</b></li> <li>• Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? <b>Yes, primarily through dual-enrollment and our Promise program. Counselors also offer workshops and individual meetings with students. Talent search program is also available in the local high-schools. Veteran’s Resource Center upward-bound to build skills prior to enrolling in college. TRIO Upward Bound helps HS purchase SAT books and offers free SAT prep. In the fall of 2019, our college hosted a campus-wide Career and Academic Pathways Exploration Fair where high-school students had an opportunity to learn about all of our campus programs presented within our meta-majors structure.</b></li> </ul>			

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<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> <b>Scaling in progress</b> <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>All current credit, SCE students and local HS students have access to the SuperStrong Interest Inventory for career exploration. Results of assessment produce a Career and Academic Pathway (meta-major) category.</li> <li>Completion of our program mapping will also assist with this</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Ensure that all students have access to a program map.</li> <li>Ensure that all students have access to their online educational plan.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>								
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
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Technology	Reporting/data										
Other											
<p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> <b>Not systematic</b> <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Business department offers various workshops.</li> <li>Learning Center provides assistance to students in courses other than college-level math and English</li> <li>Our SCE offers support math and English classes to help students become college ready.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Need to identify gateway courses for each program</li> <li>Expand comprehensive tutoring services</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2019</li> </ul>								

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<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology      Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input checked="" type="checkbox"/> <b>Scaling in progress</b>  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Program maps will identify “correct math” based on students tract, BSTEM or SLAM</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Work with discipline faculty to ensure that they understand correct math for each of their programs.</li> <li>Confirm that “correct math” is listed in program map, based on program.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>
<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology      Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> <b>Not systematic</b>  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Intensive support is provided for specialty programs such as TRIO, EOPS, Veteran.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Identify areas of need for intensive support beyond specialty programs</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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Technology Reporting/data Other			
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Intensive support is provided for specialty programs such as TRIO, EOPS, Veteran.</li> <li>Support classes offered via our SCE.</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Identify areas of need for intensive support beyond specialty programs</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>
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f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>SAC has active dual-enrollment programs with several HS</li> <li>Middle College High School on campus</li> <li>Discussion with local school district to align CTE pathways with college programs (pharmacy tech, culinary, digital media, biotechnology, etc.)</li> <li>Counseling N45 (Orientation to College) is offered to incoming students, more sections to be added</li> <li>SuperStrong Interest Inventory has been integrated to HS outreach, allowing HS</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Continue to work with local K-12 district on creating pathways. Expand outreach efforts to other K-12 partners in neighboring districts, charter, and private schools.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>

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		<p>students to take career assessment prior to attending Santa Ana College.</p> <ul style="list-style-type: none"> <li>• SAC has expanded its partnering efforts with high school Counselors and hosts a day of professional development to motivate and prepare students to enter the college.</li> <li>• Our SCE has targeted classes to help students prepare to enter credit. (<a href="https://sac.edu/sce/programs/college_ready/Pages/default.aspx">https://sac.edu/sce/programs/college_ready/Pages/default.aspx</a>).</li> <li>•  </li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	
<p><b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p> <p>Regional training                      On campus /individual training</p> <p>Technology                              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs? <b>Currently, our counseling division provides counselors (advisors) with appropriate trainings which have included how to best serve underrepresented students. More training is needed in the areas of X, Y, and Z. *DSPS?</b></li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? <b>MESA program encourages and provides resources for underrepresented students to enter and be competitive in STEM pathways. No other scaled program exist to ensure this.</b></li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? <b>Fall 2019 we launched our first student success team for one of our Career and Academic Pathways (as a pilot). This team provides wrap-around services to all students in the cohort with support from a dedicated counselor, instructional faculty advisor, career coach, financial aid specialist, and a student success</b></li> </ul>			

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<p>coach. Based on lessons-learned from this pilot, we will begin to develop and implement student success teams for all Career and Academic Pathways beginning in Fall 2020.</p> <ul style="list-style-type: none"> <li>How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? <b>Students have a free bus pass which allows them transportation throughout the county for the entire semesters in which they are enrolled, childcare is provided on campus to qualifying students. Students are able to use the campus health center for medical and psychological needs. Locker room showers are available to students requesting access and personal needs bags are provided to students, as requested, at many student services centers across the campus. Student Services is currently working on logistics to bring a "food pantry" for students to collect perishable and non-perishable food items.</b></li> </ul>											
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> <b>Planning to scale</b>  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Only occurring in specialty programs: EOPS, MESA, ULINK, Athletics, Veterans, CAL Works, SSSP</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>We are hoping to invest in Starfish to assist in the tracking of all students as they receive services and advisement across the campus</li> <li>X</li> <li>Y</li> <li>Z</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>								
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Technology	Reporting/data										
Other											
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> <b>Planning to scale</b>  <input type="checkbox"/> Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Counselors are trained on the use of electronic ed plan and implementation plan to scale is in place.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Electronic ed plan needs to be created for more students and students need easier access to it.</li> <li>Implementation of Starfish will facilitate the transparency of program</li> </ul>								

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	<input type="checkbox"/> At scale	<ul style="list-style-type: none"> <li>Although students are able to view their online ed plan, this information is not widely known by students.</li> <li>At SCE, students receive updated handbooks where the program maps are included and studied with teachers. Students also work with counselors to create their educational plans. However, we don't have 100% participation yet.</li> <li></li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p>progress for students and their success team.  </p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>  Spring 2020  </li> </ul>
<b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>  Identification of students on academic probation is only progress to date  </li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>  Advising Implementation team to look at methods for alert systems.  </li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>  Spring 2020 to Fall 2020  </li> </ul>
<b>3. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Occurring only at an individual level.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Career and Academic Pathways will assist, providing students easier navigation to similar professions.</li> <li>Need to define “unlikely to be accepted”</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>							
<p><b>3. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Some program requirements not offered when convenient for students</li> <li>Generally, CTE program are better at scheduling courses based on student need</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Submission of program maps to curriculum tracks will allow more predictive ability in course sequence planning for departments and divisions.</li> <li>New block schedule is being looked at to maximize room efficiency and course offerings at more convenient times for students.</li> <li>Some classes are starting to be offered on Fridays and Saturdays, but more need to be scheduled</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>							

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<b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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<b>Equity Considerations in Area 4:</b> <ul style="list-style-type: none"> <li>How is the college ensuring that underrepresented students participate in program-relevant activities and experiential learning opportunities? <b>Students in particular business programs are encouraged to participate in internships. The college also has a service learning center where students may be encouraged by individual professors to volunteer or seek employment in community agencies. However, these opportunities are not systematically offered or directed to only underrepresented students.</b></li> <li>As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? <b>We are in the infancy of considering curricular changes to better align course assignments with program learning outcomes. Our Institutional Effectiveness &amp; Assessment will continue to work toward alignment of SLOs, PLOs, and ILOs to Guided Pathways. A team of faculty recently attended an Equity Academy in hopes of training other faculty in culturally responsive teaching. Their work will begin in Spring 2020.</b></li> <li>What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? <b>As mentioned above, a team of faculty recently attended an Equity Academy in hopes of training other faculty in culturally responsive teaching. The proposed training may include critically examining the role of unconscious bias in the classroom.</b></li> <li>Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? <b>We have the ability to disaggregate program learning outcomes data and program faculty are encouraged to use the data to examine equity gaps for inclusion in</b></li> </ul>			

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<p>yearly program review reports. However, reports are not generally disseminated beyond the internal program review committee and the respective programs.</p>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Very few programs have aligned PLOs with targeted outcomes</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:  </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Direct discipline faculty to revisit PLOs and ensure that they align with future education and employment outcomes</li> <li>Use Outcomes Assessment committee to ensure alignment of PLOs with outcomes.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>
<p><b>4. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>		<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p>	<p><input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Projects, internships, co-ops, service learning, and other active learning activities are available throughout the campus, but sporadically</li> <li>Some faculty/programs are more intentional than others at embedding these opportunities.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Identify all active learning opportunities offered on campus.</li> <li>Assess effectiveness of current opportunities.</li> <li>Plan to scale.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>

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		Term, if at scale or scaling:	
<b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Projects, internships, co-ops, service learning, and other active learning activities are available throughout the campus, but sporadically</li> <li>Some faculty/programs are more intentional than others at embedding these opportunities.</li> <li>Our non-credit Academic ESL program redesigned their curriculum using PBL to give students opportunities to apply the knowledge they are learning in real-life settings. They are on their third year of implementation.</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Identify all active learning opportunities offered on campus.</li> <li>Assess effectiveness of current opportunities.</li> <li>Plan to scale.  </li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020  </li> </ul>
<b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Currently, our SLO process is not systematic. Some faculty/programs are better at assessment</li> <li>There is no cross-program assessment process in place.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Direct discipline faculty to revise SLOs to align with PLOs which should align with further education and employment opportunities  </li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020  </li> </ul>
<p>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams          Regional training      On campus /individual training          Technology      Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>As stated above, SLO assessment and plans for improvement are not consistent across the campus  </li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Program Review Committee will work to refine existing program review process.</li> <li>New program review process to be clearer, more intentional and more purposeful.  </li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020  </li> </ul>
<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams          Regional training      On campus /individual training          Technology      Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>If occurring, this is happening at the individual faculty/discipline level.  </li> </ul> Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Identify programs/faculty who are helping students and create a model to scale to other programs  </li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020  </li> </ul>
<b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                                Reporting/data		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> <li>We are currently using the CCSSEE and SENSE (fall 2018) to assess our college effectiveness.</li> <li>Santa Ana College administered the SENSE survey to almost 1,800 students in fall 2018. The results were presented to the campus in April and May 2019 during professional development events that included activities that allowed faculty and staff to reflect on the student responses. Areas where improvement is needed with respect to educational practices were identified using the SENSE data and discussed at this professional development event: Helping students feel more welcome, students’ academic preparation,</li> </ul>	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> <li>Results of the surveys will be used to guide professional development</li> </ul> <i>Timeline for implementing next steps</i> <ul style="list-style-type: none"> <li>Spring 2020 to Fall 2020</li> </ul>

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		<p>appointment times for academic advising, class participation (questions, discussions), faculty – student interactions on assignments, student – student interactions outside of class, use of writing, math, and learning centers, awareness of student organizations. In addition, the SAC Professional Development Coordinator, Guided Pathways Core Team, and Research Department promoted and facilitated faculty and staff engagement with the results by having them participate in breakout sessions during the Fall 2019 Convocation to brainstorm methods for improving the students’ experiences and creating a sense of community within their respective Career and Academic Pathway.</p> <ul style="list-style-type: none"> <li>• Since the rollout of the SENSE results, SAC has provided faculty with educational opportunities including sending 10 faculty to The Skyline College Equity Training Series (ETS). Planning is ongoing to have faculty who attended ETS to share their knowledge with other faculty.</li> <li>• Santa Ana College will administer the SENSE survey next year as part of the process to monitor progress with respect to educational practices.</li> </ul>	

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<b>4. g. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology      Reporting/data Other		<i>Support Needed – Detail: (1,000 character</i>	<i>Challenge or barrier: (1,000 character</i>

**Additional REQUIRED questions:**

<b>Student Engagement and Support</b>	
<b>STUDENT ENGAGEMENT</b>	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort. *New Addition*</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<i>Place an X next to one or more:</i> Student survey(s) Students serve on campus GP advisory committee(s) Student focus groups Other:  <i>Engagement Efforts - Details: (1,000 character)</i>

	<b>*New Addition*</b>
<b>COURSE ALIGNMENT</b>	<i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i>
	<i>Course Alignment - Details: (1,000 character)</i> <b>*New Addition*</b>

Additional OPTIONAL questions:

<b>Success Story</b>	
<b>SUCCESS STORY</b>	<i><b>Optional:</b> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</i>
<i>Title:</i>	
<i>Follow-up Contact Person(s):</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>  <b>*New Addition*</b>	
<i>Outcomes: (1,000 character)</i>	
<i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i>	

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults