



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT  
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name:**

**Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2021. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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 is 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

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

## Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2021.** For more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

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>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”.</p> <p><b>Equity Considerations in Area 1:</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?</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, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <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?</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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p><b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Our Career and Academic Pathways (meta-majors) were unveiled in fall 2019. Our 270+ programs have been arranged into a total of eight Career and Academic Pathways (CAPs);</p> <ol style="list-style-type: none"> <li>1) Art, Media and Performance</li> <li>2) Automotive and Engineering Technology</li> <li>3) Business and Paralegal</li> <li>4) Child Development, Education, and Library Technology</li> <li>5) Computers, Math, and Science</li> <li>6) Humanities, Social Sciences, and Languages</li> <li>7) Public Health and Safety</li> <li>8) School of Continuing Education.</li> </ol> <p>All incoming freshmen were sent an email during the summer inviting them to two-day, college-readiness workshops where CAPs were introduced. Also, in Fall of 2019, the college held a college-wide Career and Academic Pathways Exploration Fair. High-school students from our college service area were bussed to the campus to participate as were students from our school of continuing education. Continuing students also participated. Booths were arranged by CAP with faculty and staff available to answer questions about programs and careers. Students also received t-shirts, pins, and water bottles with icons matching our CAPs. The event was well attended and there are plans to continue marketing efforts such as this.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Our college needs to begin thinking about how our operational processes will shift from a division structure to a Career and Academic Pathway structure.</p> <p>While we may not be able to re-organize our governance structures to immediately reflect these meta-majors, we do hope to organize centralized areas of our campus to more clearly align with these groups. For instance, we have a Career Coach taskforce exploring how to support all students via meta-major alignment and by centralizing our campus-wide career services so that all students are served in this capacity.</p> <p><i>Timeline for implementing next steps:</i> We are hoping to add Career Coaches (or a version of a Career Coach) to our Success Teams beginning in Fall 2021.</p>

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		<p>Our college application now lists our CAPs rather than our 270+ programs. Once a student selects their desired CAP, they will then be provided with a listing of programs contained within the CAP as their desired program of study.</p> <p>Santa Ana College’s work to promote CAPs hasn’t slowed down since our CAP launch. In Spring 2020 we launched our Guided Pathways subsite redesign that included the CAPs presented with identifying colors &amp; icons. The site presents career-related data and projections related to each CAP, as well as a brief profile of what each CAP represents and a structure of searching and filtering programs by type and then leading to program maps.</p> <p>In Fall 2020, we further strengthened our CAP presence through a CAP Success Team orientation event that invited all incoming students to attend and meet their success team members and find out about their associated CAP. Our college also launched Guided Pathways weekly announcements that included CAP related Career Exploration events. Our Success Teams manage and market these events to their respective base and each CAP has been assigned a particular month for career exploration, during which their events are highlighted campus wide.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	
<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>.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>N/A</p>

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<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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><b>Scaling in progress</b></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Program maps containing further education and employment are complete and verified for local degrees and degrees-for-transfer (AA / ADTs) A portion of career certificates are complete, and map collection is ongoing.</p> <p>Approved maps have been published to our website and are now available to current and prospective students.</p> <p>SuperStrong Interest Inventory is available to all students and aligned with our Career and Academic Pathways (meta-majors).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Require additional technical expert to assist with online publishing and accurate information relative to curriculum needs and developing related digital ed plans.</p> <p>Enter program maps into our curriculum system to help maintain currency as program course requirements are updated through our existing curriculum processes.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>								
<p><b>1. b. 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>Challenge or barrier: (1,000 character)</i></p> <p>It would be beneficial to have a program mapper system that allows for maintenance of program maps as they are submitted, reviewed, and verified. Unfortunately, we are unable to use the program mapper used by Bakersfield College, and other colleges, due to our use of SharePoint.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Connections with other Guided Pathways teams</li> <li>• Technology support</li> </ul>
Policy guidance	Connections with other GP teams										
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Technology	Reporting/data										
Other											
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><b>Scaling in progress</b></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Program maps are published on our website and are linked to our CAP profiles that include prominent timely career data. These Career snapshots are available to students on the college website and contain educational requirements for particular careers, as well as salary and job outlook information. Program pages are also linked to our Success Team information so that students with questions can have further support.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Further educational opportunities are offered through our Transfer center, however these opportunities are not explicitly linked to programs via our website. A better understanding of 'how' to logically do this via a website without information overload would be helpful.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>								

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<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>Creating a useful website that isn't overly cumbersome to navigate and/or maintain. i.e. Keeping it simple.</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> <li>• Connections with other GP teams</li> <li>• Policy guidance</li> </ul>
<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>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Santa Ana College has mapped out all AA and AA-T degrees. Many certificates are mapped. These completed maps are published to the SAC Guided Pathways subsite and are available to current and prospective students.</p> <p><i>Term, if at scale or scaling:</i>  Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We intend to define a clearer process this year for submission and publication of these maps, one that considers the annual catalog timeline so that maps are accurate and timely.</p> <p>Our Career &amp; Academic Pathways Success Team members are currently evaluating how to include program map information in the onboarding process during orientation.</p> <p>Our success teams are also discussing the development of broader campus-wide Career Exploration Map to guide students (and faculty) in discovering career opportunities on our campus and through our available programs. We hope this will also offer goals and milestones to assist students in 'staying on track' and preparing to entry into the workforce.</p> <p><i>Timeline for implementing next steps:</i>  Fall 2021</p>
<p><b>1. 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  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> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Connections w/other GP teams</li> <li>• On campus/individual training</li> </ul>

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<p>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></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p><b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i>  <i>Meta-majors were designed with Math and English requirements in mind, and therefore align with required Math courses. Program maps were developed with Counselors and therefore do address the appropriate Math requirements where necessary.</i></p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  <i>Fall 2020</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Our Guided Pathways Mapping Team is addressing a Quantitative Reasoning 'Map' to better educate students on their opportunities for fulfilling this degree requirement. As more opportunities arise for fulfilling these requirements, there will need to be more education available to students and faculty about these required courses.</p> <p><i>Timeline for implementing next steps:  Fall 2021</i></p>
<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>Equity Considerations in Area 2:</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?</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?</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?</li> </ul>			
<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>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  Scaling in progress  <b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>During the 2020-21 Academic year our Outreach Office in collaboration with our Student Support Services onboarded over 3000 entering students through early decision, orientation (SACDay). All onboarding includes assessments that utilize our SuperStrong matrix to assist students in identifying strengths alignment with careers and our local meta-majors. In addition, those students who did not have digital ed plans at the start of our Fall 2020 semester were contacted directly by our Success Team Success Coaches and encouraged to develop an ed plan that aligns with their careers. Further exploration was provided college-wide through monthly Career Exploration events tailored to an individual meta-major in an effort to both highlight related careers to programs, while also encouraging career exploration for those students who are undecided.</p> <p>All entering students are in a Career &amp; Academic Pathway to assist with achieving this goal, and all Pathways have Success Teams. Our Success Teams have goals related to contacting those students who are without an ed plan, the teams are also charged with making sure students are enrolled in English and Math their first year, and check that students are in the correct major.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>While we believe we are at scale, we are practicing evaluation &amp; improvement and are intending to connect our Success Teams more directly to students via a Canvas shell that we hope will offer more ways of developing career/college options.</i></p> <p><i>Timeline for implementing next steps:  Fall 2021</i></p>



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<p><b>2. 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. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Special supports are in place to provide help to academically underprepared students. A specific achievement this year (Fall 2020) was the launch of Starfish to assist in identifying, contacting and tracking students who need additional supports to successfully complete their courses. These students are currently identified by their instructors and contacted by the appropriate office or a member of our CAP Success Teams.</p> <p>Santa Ana College has actively worked across departments and campuses to offer support through our Learning Center, non-credit open enrollment Math courses, English-with-support and Math-with-support courses. Our campus regularly evaluates the success of these programs and has worked on better informing students of these diverse support options. Communication to students about these academic supports come from a variety of offices, including our Assessment Center, Outreach, Counseling, Weekly Announcements, the Starfish tool and a common ‘Resources’ module available in all Canvas shells (every courses on campus has an associated shell with support services embedded in the modules).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Our campus is currently evaluating our response to AB 705 and implementing additional supports for students who might require these. Our next steps will be in advancing our instructor communication tools to improve connections to all available support services and opportunities for our students.</i></p> <p><i>Timeline for implementing next steps:  Fall 2021</i></p>
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></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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Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other			
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>	Place an X next to one: Not occurring Not systematic Planning to scale <b>Scaling in progress</b> At scale	<i>Progress to date: (2,500 character)</i> See 2b above. While we have developed a variety of supports to provide help to our students in ‘gateway’ math courses, we are still evaluating the success of these programs. Intensive support is provided for specialty programs such as TRIO, EOPS, Veterans. <ol style="list-style-type: none"> <li>1. Co-requisite courses have been created to help students succeed in the “gateway” Math class.</li> <li>2. College Learning Center is very active in connecting with students who require additional support.</li> <li>3. Our Continuing Education programs offer a math ‘bridge’ program during the summer as well as offering weekly ‘drop-in’ math courses to assist students who are looking to get a little assistance in their classes.</li> <li>4. Our Assessment Center assists students in understanding their options when receiving their evaluations, and works closely with our Counselors to be sure students receive the support their need.</li> </ol> <i>Term, if at scale or scaling:            Fall 2020</i>	<i>Next steps: (1,000 character)</i>  <i>Evaluating the effectiveness of our current supports, and inviting these department faculty to join in our equity certification work.</i> <i>Our math department will also be evaluating their work through a separate grant focused on identifying milestones and opportunities for intervention.</i>  <i>Timeline for implementing next steps:            Fall 2021</i>
<b>2. 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		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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Other			
<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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><b>Scaling in progress</b></p> <p>At scale</p>	<p><b>Progress to date:</b> (2,500 character)  Intensive support is provided for specialty programs such as TRIO, EOPS, Veteran. Co-requisite courses have been created to help students succeed in the “gateway” English class. Our assessment center assists with communicating support opportunities to students when they are given their evaluations, and work closely with counseling to place students in a classroom with the appropriate supports for a students’ skill-level.</p> <p>Term, if at scale or scaling:</p>	<p><i>Next steps:</i> (1,000 character)</p> <p><i>Evaluate our current supports and cross-check these to student success outcomes. While we don’t have research connecting this yet, we are hopeful that our Starfish tool will allow us to review our support services so that we can improve these.</i></p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>XPolicy guidance      XConnections with other GP teams</p> <p>XRegional training      XOn campus /individual training</p> <p>Technology              XReporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail:</i> (1,000 character)</p>	<p><i>Challenge or barrier:</i> (1,000 character)</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date:</i> (2,500 character)</p> <p>Term, if at scale or scaling:</p>	<p><i>Next steps:</i> (1,000 character)</p> <p><i>Timeline for implementing next steps:</i></p>
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<b>Guided Pathways Essential Practices</b>	<b>Scale of Adoption at Our College</b>	<b>Progress to Date Implementing Practice</b> <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	<b>Next Steps Toward Implementing Practice at Scale &amp; Timeline</b>
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.	<i>Place an X next to one:</i> Not occurring <b>Not systematic</b> Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i>  Transitions team!  Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i>   <i>Timeline for implementing next steps:</i>
<b>2. 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 Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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><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?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <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?</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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic <b>Planning to scale</b> Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Our Success Teams launched in Fall 2020 and are monitoring entering students and focusing on making sure all students have a digital ed plan, are exposed to Career Exploration workshops and activities, have a FAFSA and are enrolled in Math &amp; English. While this first year is focused on entering students, our plans include expanding our Success Team outreach through Canvas to better target and communicate with these students directly. As Starfish expands and offers more access to reporting and tracking data, we expect that our Success Team members will be more able to monitor and respond to students as they progress through their program of study.</p> <p><i>Term, if at scale or scaling: Fall 2020</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>								
<p><b>3. 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										
Regional training	On campus /individual training										
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><i>Place an X next to one:</i></p> <p><b>Not occurring</b> <b>Not systematic</b> Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>								

	Scaling in progress At scale		
<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 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. 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.	Place an X next to one: Not occurring Not systematic Planning to scale Scaling in progress <b>At scale</b>	<i>Progress to date: (2,500 character)</i> Santa Ana College is proud to be at scale with our monitored early alert system. In Fall 2020 our campus launched the Starfish tool to replace our previously existing Early Alert system. Guided Pathways spent the Spring 2020 preparing the workflow, identifying the groups and training our Starfish implementation team. The team planned a Starfish launch in conjunction with our CAP Success Team rollout. The Starfish implementation team initiated a campus-wide communications push to introduce Starfish as an early alert tool. This included Professional Development, Dean monitoring, Senate Presentations, and Starfish reminders in targeted Guided Pathways announcements to encourage faculty participation. To date we have had over 200 faculty utilize Starfish that has included: 2100+ Academic concerns 690+ Tutoring Referrals 600+ Attendance Concerns 340+ Non-academic Concerns 6300+ Kudos  Our Success Coaches on our CAP Success Teams assist with assigning flags to the appropriate learning center or office and initiating direct contact with the student when necessary. Tutoring Referrals are directed to the appropriate office and initiate the direct student contact for scheduling an appointment.  <i>Term, if at scale or scaling:</i>	<i>Next steps: (1,000 character)</i> Our goal for the next year is to continue communicate the value of utilizing Starfish in an effort to approach 100% faculty adoption of Starfish. As we increase our faculty use we are monitoring the need for additional staff to initiate the direct contact to students and manage tracking appointments via Starfish for a more comprehensive picture of our student needs.  <i>Timeline for implementing next steps:</i>

<p><b>3. 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. 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>	<p><i>Place an X next to one:</i></p> <p><b>Not occurring</b>  <b>Not systematic</b>  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Career and Academic Pathways provide students who are unlikely to be accepted into limited-access program easier navigation to similar professions.</p> <p>We are hopeful that the now widespread use of the SuperStrong instrument has reduced the likelihood of students choosing programs that do not align with their strengths. In addition, our University Transfer Center and individual meetings with Counselors are both used to provide feedback to students regarding likely acceptance to limited-access programs. Need to define “unlikely to be accepted.”</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Addressing this issue will require providing applicants clear and direct communication (sometimes described as an intervention) about related programs, and developing a simple communication plan especially focused on connecting with those students who are not accepted into these limited-access programs would move us into the level of ‘At Scale’.</i></p> <p><i>Timeline for implementing next steps:</i>  Fall 2021</p>
<p><b>3. 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      X 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>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>	<p><i>Place an X next to one:</i></p> <p>Not occurring  <b>Not systematic</b>  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>While scheduling is not systematically planned to reflect the program maps at this time. Our campus has formed an Enrollment Management team that will be addressing a variety of influential factors related to enrollment management.</p> <p><i>Term, if at scale or scaling:</i>  Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Enrollment Management Taskforce is currently focused on developing a comprehensive plan in consideration of Guided Pathways and other initiatives to improve course availability, consistency and addressing the realities of a student’s work/life balance.</i></p> <p><i>Our hope is to have an enrollment management plan approved by the end of AY 20-21.</i></p>

			<p><i>Timeline for implementing next steps: Fall 2021</i></p>
<p><b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      XConnections with other GP teams</p> <p>XRegional training      XOn campus /individual training</p> <p>XTechnology      X 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><i>Scheduling is developed in siloes and there is little-to-no communication between divisions or CAPs to strategize development of cohorts, diverse student needs, or best practices documentation. Scheduling can be too dependents on individual department desires rather than data-supported student needs.</i></p>



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><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</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)?</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)?</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?</li> </ul>											
<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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>While all programs do have learning outcomes, we are hopeful that the implementation of our Nuventive tool will assist us in being more transparent about the skillsets developing in our programs and the direct needs of the workforce or further education for our students. Nuventive will allow use to connect these outcomes to program review and will encourage further honest evaluation of our curriculum development to respond to our community needs.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Implement Nuventive, which is scheduled to be fully implemented with Curriqnet during Spring 2021. Train faculty in evaluating their PLOs and the relationship these have to our students' goals.</p> <p><i>Timeline for implementing next steps: Fall 2021</i></p>								
<p><b>4. 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>XRegional training</td> <td>XOn campus /individual training</td> </tr> <tr> <td>Technology</td> <td>X Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	XRegional training	XOn campus /individual training	Technology	X 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										
XRegional training	XOn campus /individual training										
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Other											
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Our Guided Pathways Learning &amp; Engagement team is working to address the 4<sup>th</sup> pillar to ensure student learning. Our current plan includes 3 years of equity engagement. This first year is focused on personal reflection, the next year focused on professional practice, and the 3<sup>rd</sup> year focused on policy. Our Learning &amp; Engagement team is developing a plan for an equity-focused certification that</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The Learning &amp; Engagement team intends to launch the first cohort of faculty to complete this certification. Our intention is to address the largest courses on campus which include the English &amp; Math programs which are seen as gateway courses.</p> <p><i>Timeline for implementing next steps:</i></p>								

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>addresses culturally-responsive design, racially-conscious classroom practices, and additional proven practices for a richer learning environment (T3 framework, anti-racist curriculum, data-informed practices and responsiveness).</p> <p>We do not yet have an organized structure for addressing specific program introductory courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Fall 2021</i></p>
<p><b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>X Policy guidance                      Connections with other GP teams</p> <p>Regional training                      X 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>We are finding it difficult, at this time, to expect faculty to do additional professional development uncompensated. As well as including students in process of improving instructional practices. We would like to see more involvement from both to create exceptional learning programs for our instructors, but find we are limited on time and financial resources.</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>See 4b.</p> <p>Our campus has two teams currently working on this item. Our Learning &amp; Engagement team which will be able to address certain types of equity-minded assessment development (which may support some of these items), but also our Career Coach taskforce who are developing a plan to implement more centralized career opportunities for each meta-major. While the Career Coach taskforce has not yet solidified their plans, there are ongoing conversations about how to fold the work of career opportunities into the meta-major learning communities, as well as the classroom experience for students.</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Clarify which areas the Learning &amp; Engagement team will be able to address with their equity certification training program, and determine which areas our Career Coach taskforce will commit to addressing for our meta-major communities. Both teams are developing plans to implement in Fall 2021.</i></p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Fall 2021</i></p>

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>There may be an opportunity to include this specific data as outcomes in our upcoming Nuventive tool's rollout.</p> <p>Term, if at scale or scaling:</p>	
<p><b>4. 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</p> <p>Regional training      X On campus /individual training</p> <p>Technology              X 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>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>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>While we have completely redesigned our program review process to consider this kind of assessment, the lack of research tools available to faculty for assessing learning outcomes makes this task both cumbersome and impractical. Our plans include connecting Nuventive and eventually Starfish to our LMS so that faculty/programs have the tools and data available to freely assess outcomes in arts, science and CTE.</p> <p>Term, if at scale or scaling:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We hope to better address this with the implementation of Nuventive.</p> <p><i>Timeline for implementing next steps:</i></p> <p><i>Fall 2021</i></p>
<p><b>4. 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</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>e. Results of learning outcomes assessments are used to improve teaching and learning through program</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Term, if at scale or scaling:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>

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
review, professional development, and other intentional campus efforts.	<b>Scaling in progress</b> At scale	Fall 2020	
<p><b>4. 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  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p>Place an X next to one:</p> <p><b>Not occurring</b>  <b>Not systematic</b>  Planning to scale  Scaling in progress  At scale</p>	<p>Progress to date: (2,500 character)  This is not currently being implemented system-wide, but is a topic of discussion in our Career Coach taskforce.</p> <p>Term, if at scale or scaling:</p>	<p>Next steps: (1,000 character)  Identify the space charged with addressing this missing piece for our students. Whether this be addressed by our Career Coaches or our Learning &amp; Engagement team, this will most likely require assistance from our Outcomes &amp; Assessment team to address the ‘how’ and the ‘where’ for documenting such metrics.</p> <p>Timeline for implementing next steps:  Fall 2021 identify where and who might be charged with this item.</p>
<p><b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      X Connections with other GP teams  X Regional training      X On campus /individual training  X Technology              X Reporting/data  Other</p>		Support Needed – Detail: (1,000 character)	<p>Challenge or barrier: (1,000 character)</p> <p>Not sure how to document this or what this should look like ‘at scale’ on a campus.</p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p>Place an X next to one:</p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p>Progress to date: (2,500 character)  The new Guided Pathways Learning &amp; Engagement team utilized the sense survey results during our convocation event focused on equity and our chancellor’s action plan. These survey results have also been shared with our Equity Committee. The Learning &amp; Engagement team has used some of these results as they develop a cultural curriculum</p>	<p>Next steps: (1,000 character)</p> <p>Timeline for implementing next steps:</p>

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
		audit and identify professional development for the new faculty institute.  Term, if at scale or scaling: Fall 2020	
<p><b>4. g. 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>		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)

**Additional REQUIRED questions:**

Student Engagement and Support	
<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.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <p>X Student survey(s)  X Students serve on campus GP advisory committee(s)  Student focus groups  Other:</p> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>Our Research Office is very actively engaged in our Guided Pathways work. Each year we run a SENSE survey, the results of which are shared with the campus community. Research has also provided student surveys related to our Starfish implementation, Campus Climate.</p>

	<p>Our student government has divided their structure into the meta-major models (Career &amp; Academic Pathways or CAPs) and we have a student representative on our Guided Pathways Core Team.</p> <p>Our Learning &amp; Engagement team is very conscious and concerned about being more active in folding students into the Guided Pathways &amp; Equity work on our campus and is considering utilizing innovation funds to support students who choose to spend their time assisting us in our work. Our L&amp;E team has worked with other constituencies on campus to collect student stories, this project 'Voices' has received more than 80 submissions at this time, and a selection of student experiences from this project will be shared at our convocation to contextualize our work, and we hope these will be used as qualitative voices for addressing a variety of issues on our campus.</p>
<b>COURSE ALIGNMENT</b>	<p><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></p>
	<p><i>Course Alignment - Details: (1,000 character)</i></p>

**Additional OPTIONAL questions:**

Success Story	
<b>SUCCESS STORY</b>	<p><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.</p>
<p><i>Title: Noncredit Guided Pathways</i></p>	
<p><i>Follow-up Contact Person(s): Merari Weber, Noncredit Guided Pathways Coordinator</i></p>	
<p><i>Challenge: (1,000 character)</i></p>	
<p><i>Success Story: (10,000 character)</i></p> <p>Santa Ana College had a robust noncredit School of Continuing Education but many of its services, courses and students were often off-site and lacked intentional connection to the credit programs at Santa Ana College. As our Guided Pathways design teams developed it became clear that Santa Ana College needed to develop a more collaborative relationship with their noncredit peers. Not only did noncredit have an advantageous reach into the community, they also had an infrastructure, faculty body, and related programs that could elevate our community and serve our mission more fully. In Spring 2019 the Guided Pathways Communication Team set a goal of including</p>	

noncredit in all communications, our Guided Pathways Core Team agreed that noncredit should have their own Career & Academic Pathway marketed alongside the credit pathways, noncredit and credit CAPs have parallel success teams and noncredit aligned their high school subjects to our credit CAPs to exploration of our credit pathways by noncredit students. Our campus has also continued to collaborate with our noncredit partners by developing Math support courses.

*Outcomes: (1,000 character)*

*Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*

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