



Short-Term Action Plan Institute on Scaling Guided Pathways District–Wide

Institution Name: Rancho Santiago Community College District (Santa Ana College and Santiago Canyon College)

Part I-a: A Guiding Vision for Guided Pathways

GUIDING VISION FOR GUIDED PATHWAYS

“Under the guided pathways model, implemented at scale across the colleges in our district, the benefits we strive to achieve are...

The Rancho Santiago Community College District (RSCCD) seeks to implement a guided pathways model that is seamless between our two colleges and that provides students with clearly mapped pathways, proper assistance in developing an educational plan, course schedules that reflect student demand and convenience, college-level courses that integrate developmental education scaffolding, program learning outcomes that are aligned with job competencies and advanced education and training, and ongoing monitoring of student progress and performance to ensure that students are following the proper sequence and steadily moving towards their educational goal. The district and colleges will realign academic and student support services to remove barriers for student access to services and tie these services to the guided pathways model. We strive to have all faculty and staff of the RSCCD participate in enhanced professional development opportunities that focus on elements and practices of guided pathways. There will also be specific and continual professional development training in the areas of student advising, learner-centered curriculum development, classroom approaches for adult learners, monitoring and adjusting program learning outcomes, and a variety of other relevant topics. Additionally, the RSCCD will work with local K-12 districts to align the guided pathways model with elementary and secondary curriculum and pathways. The RSCCD will partner with local employers and other community stakeholders to better understand employer and community needs to better improve the guided pathways framework in response to those needs.

We strive to benefit students' educational experiences and outcomes by:

- creating onboarding processes that are easier to navigate, in particular for first-generation and underserved students,
- providing students with the personal and academic support needed to meet their unique challenges,



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- encouraging students with the potential to succeed, to enroll in more credits and providing them the support needed to succeed,
- helping students know their options and have adequate information to make sensible choices, especially first-generation students who may have limited understanding of college processes,
- clarifying onboarding processes, including financial aid, registration and enrollment tasks to improve completion of all tasks in a clear and logical manner, especially for first-generation and underserved students,
- clarifying pathway outcomes, including pathways to four-year institutions and pathways to the workforce,
- ensuring that students take necessary credits within their pathways, allowing them to complete their program faster
- providing better and earlier career exploration, focusing on eliminating persistent earning gaps in the workforce,
- ensuring that students are successful in completing transfer-level math and English, focusing on closing existing and ongoing achievement gaps,
- providing well-defined educational pathways that align with career and academic goals, and that are adaptable for both full- and part-time students,
- and providing degree audit tools to effectively help students stay on their desired path.

We strive to benefit both colleges and their faculties and staff members by:

- establishing a better communication model with systems that 'speak' to one another across the various platforms (e.g., Curricunet, Datatel, WebAdvisor and Canvas),
- providing clear support of pathways through integrated and specific counselors for academic clusters and their interrelated CTE programs.
- creating a website design based on a user-friendly content-management system that encourages faculty participation in site and content updates,
- ensuring that college and district websites are navigable for all member of the community, including those who may have limited technology resources and/or experience,
- creating better and more intentional enrollment management to plan according to student need,



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- clarifying the SLO process in all departments to ensure students are learning,
- ensuring that program maps align with clearly defined PLOs,
- enhancing the communication between academic advising and faculty,
- increasing the availability and use of data to inform decisions, with a particular focus on student equity,
- creating regular, collaborative opportunities between programs, within and across the campuses
- and ensuring effective use of district resources to support student equity and success.

We strive to benefit our communities, including K-12 systems, transfer institutions, and employers by:

- simplifying the path from K-12 into college, with very clear pathways identified at all regional feeder schools,
- ensuring that our program maps, coursework and catalog are easily accessible and navigable by our community and K-12 partners,
- via the college website, the academic cluster model will allow employers to identify faculty and administrators operating CTE programs in support of the workforce to easily build new partnerships,
- providing a clearer understanding of how to attend our colleges for members of our communities,
- creating better alignment of middle and high school pathways with SAC and SCC pathways,
- encouraging and supporting career exploration in middle and high school, exposing underserved students to non-traditional career fields when appropriate,
- encouraging and supporting student internships with local businesses, public schools, and non-profit organizations,
- creating a more educated workforce, more educated families, and a more educated community,
- creating systematic coordination with K-12, transfer institutions and industry partners to inform program requirements,
- and clarifying a seamless transition between educational programs at both campuses.



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Part I-c: District-Wide Design Principles for Guided Pathways

Guiding Questions	District-Wide Responses to Guiding Questions
<p>1. What are the essential common features of the guided pathways experience for every credential-seeking student in the college district?</p>	<ol style="list-style-type: none"> 1. Clear program maps to guide student progress through completion of any of our 275 programs. 2. Intentional advisement through entire program completion. 3. Facilitation of the onboarding process for all students. 4. “All hands on deck” experience; the understanding that all faculty and staff are there to support student success. 5. Program maps that demonstrate equivalent programs between SCC and SAC. 6. Enhanced degree-audit 7. Diverse course offerings available based on students’ needs. 8. Student buy-in to processes and practices..



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2. What are key principles to guide the ways the colleges and district will work together to design and implement guided pathways at scale?

1. Keeping in mind that student equity and success is at the core of everything we do.
2. Constant and productive communication.
3. Collaboration on meta-majors and program maps, whenever possible.
4. Administrative support on both colleges and district.
5. Collaboration of colleges and district IT personnel and services.
6. Support/buy-in from ALL administrators, faculty, staff, and students.
7. A sense of urgency as to why this implementation is Needed to support student equity and success.
8. The implementation must be intentional and remove existing barriers/processes that we currently have, in order to close existing achievement gaps.



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DISTRICT-WIDE DESIGN PRINCIPLES FOR GUIDED PATHWAYS

PASTE DISTRICT-WIDE DESIGN PRINCIPLES BELOW WHEN SUBMITTING FINAL SHORT-TERM ACTION PLAN

Students' Educational Experiences

1. Equity

- Will the colleges and district collectively identify equity as a centrally important outcome of the guided pathways work?
 - ***The statewide Vision for Success and other statewide initiatives have focused our colleges and our district on equity. As we understand the guided pathways model, equity is the central tenet and focus of this model.***

2. Meta-Majors

- Will there be one set of meta-majors across the district, or meta-majors that vary across the colleges?
 - ***Ideally, should be the same meta-majors with variations based on differences in program offerings at SCC v. SAC. However, SCC may decide on a different approach.***
- Will there be naming conventions – i.e., what to call meta-majors (fields of interest, career and academic communities, institutes, etc., etc.)? Or will each college have latitude to use different names?



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- *If the colleges cannot agree on common meta-majors, it would be useful to have the same naming conventions. To support students, we need to convey some agreement so as to not confuse them or put up barriers for their educational journey at RSCCD. We also exhaust the already limited resources (human, technology, fiscal) when conducting business in separate ways.*

3. Program Maps

- Will there be common program maps across the district? Will “unique” programs (taught at only one college) follow the same design principles?
 - *Common program maps will need to be developed and defined by the college faculty. However, the goal should be to have common program maps using the same design principles, whenever possible.*
- Will all program maps include clear and consistent learning outcomes for each course, accruing to program-level outcomes?
 - *Course learning outcomes should be aligned with program-learning outcomes and these should inform the course sequencing on program maps. However, these outcomes are housed elsewhere (department website or archives), not on the actual program maps.*
- Will all program maps stipulate the math appropriate to the program? Will all colleges agree to common stipulations?
 - *Yes, programs that require a math class will select the appropriate math for their program (STEM v. SLAM). However, since colleges may have different math options, the appropriate math courses may vary across colleges.*
- Will all program maps include college-level math and English in the first year?



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- *Yes, in accordance with AB 705, if a program requires math and/or English, these courses should be completed in the first academic year.*
- Will all program maps include one program course in first term and three in first year?
 - *Yes, this is part of the program mapping design principles. There may be a few exceptions.*

4. Work with External Partners

- Will each college work independently with its external partners (K-12 districts, transfer universities, employers, community-based organizations), or will there be coordination of the work when colleges have partners in common?
 - *When the colleges have partners in common, then the work should be coordinated across the district.*

5. Advising Models

- Will the colleges develop a common advising model, or may those models vary across colleges?
 - *Models will likely vary across colleges to accommodate for different demographics and student's needs. The more consistency we have across the guided pathways model the better it will serve students. It would be preferable to have a common advising model across the district and to have a common defined point at which students would be expected to possess a full-program education plan.*



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- Will there be a common expectation that all students will develop a full-program education plan by a stipulated point in their experience (e.g., end of their first term)?
 - ***Yes, ideally by the end of the first term.***

6. Onboarding Processes

- Will there be consistent business processes and technology supports for student onboarding across the colleges?
 - ***Yes, some consistency when District can provide support. When colleges identify technology support for their students, may not be consistent. Whenever possible, there should be consistent business processes and technology supports for student onboarding across the colleges.***

7. Career Exploration

- Will career exploration be prioritized and front-end loaded in the student experience?
 - ***Career exploration should be prioritized and front-loaded as a part of the student experience. The career exploration opportunities should be consistent although the career options will not be the same.***
- Will career exploration opportunities vary across the colleges, supported by potentially varying technologies?
 - ***Career exploration opportunities will vary since SAC and SCC serve different communities. However, where District ITS can support technology, some commonality might be ideal.***



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8. Redesigned Basic Skills/Developmental Education Integrated into Pathways

- Will the colleges adopt consistent approaches to placement of entering students into college-level Math and English courses, or may the placement processes differ?
 - ***The colleges are currently working together on this; however, faculty are using different “tools” to assist students in assessing which courses they should place themselves.***
- Will colleges scale consistent or potentially differing (but evidence-based) approaches to acceleration of students’ development of academic skills?
 - ***Potentially, there will be different approaches across colleges.***

9. Technology Supports for Guided Pathways

- Will the district support multiple technologies related to various aspects of students’ experiences in guided pathways (e.g., career exploration; academic planning, advising, monitoring of progress; early intervention; and so on)? Or will colleges collaboratively identify the specifications for technology supports needed to support their students’ progress?
 - ***The district should have a single software/technology to address particular purposes. Having different technology options at the colleges for the same purpose creates an unnecessary financial and logistical burden on the IT Department and may negatively affect their ability to support such technology. It is also necessary to have a single data source to ensure research conducted at the colleges and across the district be consistent.***



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How the District and the Colleges Work Together

1. Timeline

- Is there an agreed-upon timeline for major decisions? For launch of Guided Pathways Version 1.0 at scale? Can these timelines vary across colleges?
 - ***Our colleges are currently at different phases of guided pathways implementation (SCC is currently in inquiry phase for this school year, and SAC is moving toward implementation). The colleges will need to work together and be open to learning from one another and accepting input and assistance. It is paramount to work towards a single districtwide vision for students.***

2. Decision Making

- Is there clarity for all about who makes what decisions following appropriate consultation?
 - ***The district and colleges have clearly articulated participatory governance processes in place. That existing structure will be used to make recommendations. It has also been agreed that the district will create a guided pathways committee that will provide guidance for both campuses.***

3. Committee and Work Group Structures

- Does the present structure work well for getting guided pathways designed and implemented in accord with the timeline and workload issues?



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- ***Santa Ana College has already adopted seven academic and career pathways, but they still have much more mapping to do. Santiago Canyon College recently approved its organization structure and identified two coordinators to lead their efforts for planning and implementation of two metrics in their work plan (inquiry and shared metrics).***

4. Funding

- Is there clarity regarding: Uses of special state funding to support guided pathways work? Potential for reallocation of resources to support guided pathways implementation? Costs of needed district supports for guided pathways?
 - ***There is some clarity in regards to special state funding and the potential for reallocation of resources. However, the costs of needed district support is not yet clarified. Colleges may have to identify their own sources.***
 -
- Is there a need to consider new strategies for resource allocation? For ascertaining return on investment?
 - ***Yes, it is important for the District to ensure adequate resource allocation for SAC and SCC. This may require new strategies. A possible consideration would be to incentivize Guided Pathways-related implementations at the colleges with appropriate resource allocation. In addition, per the Vision for Success, there is clarity that different sources of state funds can be redirected to support guided pathways implementation.***

5. Data

- Are there district and/or college needs for data to monitor and support the success of guided pathways? What data are most important for leveraging constructive action?
 - ***As Guided Pathways implementations take place, data will be necessary to evaluate our successes. Establishment of our Data & Assessment team is a step in that direction. Data which is most important is related to the Key Performance Indicators and those associated with the SCFF. However, the need is not fully known at this time. Until the colleges***



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establish meta-majors and complete the mapping of the academic programs, needs for data monitoring are not completely known. Obtaining quality data is always the hardest component of conducting research so if we have common structures/practices, then we're halfway there. It is also important that the information is available to students so that they are aware of their progress as well.

6. Communications and Engagement

- Are there systemic and continuously evolving plans for communication and engagement at both district and college levels? Are communications as frequent and as consistent as they need to be?
 - ***At SAC, communication and engagement is good; always looking for improved communication. There is systematic and plan for communication between SAC and RSCCD, as it relates to District ITS support. There is adequate communication between SAC and SCC; lines of communication are open. Once both colleges are fully engaged, more formal structures will be in place for communication and engagement. There can always be more frequent and improved communication procedures.***

7. Cross-functional Collaboration

- Are there principles that can be identified to encourage dismantling of barriers and organizational silos?
 - ***We need to collaboratively define parameters as a district instead of as three separate entities: district, and two colleges. We can agree that all of us are here to assist students, from orientation to successful completion. Consistent with that purpose, we need to implement an intentional, well-defined, and well-structured districtwide guided pathways plan that is supported by all constituent groups and stakeholders.***