Preview

Status: Draft

Details

College

Hartnell College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

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Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

1) CCCApply now allows prospective applicants to select a major, filtering by meta major.

2) The College Pathways team (onboarding support at K12s, continuation school, etc.) has introduced the Meta Major structure at all district high schools/senior classrooms.

3) High School Counselor and partners have received information on our new Meta Major structure, as well as were sent the MM video. We will share it again during the upcoming Counselor Breakfast in April.

4) The Meta Majors and Program maps are now available on our website (under Academics).

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Panther Prep (registration) events in April will have a Meta Major theme and structure

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

1) Descriptions, employment and transfer information, and program requirements have been posted in the "Program Mapper" software on the college website.

2) Meta-major descriptions and program groupings have been introduced in the 21-22 Academic Catalog.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Faculty will collaborate across programs within each meta-major to create branding and broad, student-friendly

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale *

Faculty will explore options for introducing experiential learning within each meta-major

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

1) In fall 2021 we reviewed and finalized a "completing student's checklist" to better guide students through transfer and career specific opportunities.

2) The program mapper that includes employment information and further education information (described in the "progress to date" section) continues to be housed under the Academic Affairs website.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Gearing up to serve students through a career hub.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

1) The Program Mapper can be found under the "Academics" drop down menu of the website (top header),

2) Each program in the Program Mapper offers both a 2-year fulltime map and a 3-year part-time student map

3) Both CSU and UC program maps are available to students in the Program Mapper

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The new curriculum software we have purchased (CourseLeaf) purports to generate program maps; this may also include a spot to include milestones there. This is still under development.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

All programs have the appropriate math course identified. Information has been provided to all counselors, it is part of the materials used at the high schools, and it is incorporated into the placement tool. In addition, a course at the AA/AS level that is equivalent to Intermediate Algebra is now offered for students planning CTE or local AA/AS degrees.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to maintain at scale.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

1) Students can explore program maps, as well as utilize the Educational Planner Self-Serve to navigate through programs and program requirements.

2) Students are still required to see a Counselor to develop a comprehensive educational plan. Counselors have access to the Program Mapper as information to show students.

3) The College has updated CCCApply so that prospective students can select a major after filtering through meta major areas. This allows the student to drill down on a specific major rather than selecting general studies (student cannot select undecided).

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Counselors plan on using these web pages at Panther Prep Day beginning April 20221 where local high school students are enrolled. Students will be encouraged to pick a program within a meta-major, so that even if they decide to change majors later, it will be easier to do so without requiring as many additional courses.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Panther Learning Lab offers para-professional and peer tutoring services at multiple locations.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

As the College continues to further implement College Redesign and the Student Success Teams, student support services will be able to scale up support based on the faculty and student success team feedback/input

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Covid is eliminating in-person support for those who are not as technologically challenged.

Support Needed - Detail *

RP Group help with conducting research and dissemination.

Type(s) of Support

- Reporting/data

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This

practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

Corequisite support courses with interactive and innovative approaches are offered for Statistics, Precalculus, and Intermediate Algebra. In addition, embedded tutoring and SI leaders are also used in these classes. The corequisite support course is required for students in the lowest GPA tier (from the CCCCO AB705 Guidance) and recommended for students in the middle tier.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue intervention strategies that target those students currently not succeeding in transfer level courses in their first attempt.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

The college uses an active online placement tool to assist students in enrolling in either ENG 1A (3 Units) or ENG 1Ax (4 units) based on student self-assessment of college level literacy abilities. ENG 1Ax offers additional instruction and time for students to complete college level work.

English Dept. has aligned the reading strategies/writing/humanities location of the Panther Learning Lab with ENG 1A and ENG 1AX. Many sections of 1A/1Ax include embedded tutors or supplemental instruction through the Panther Lab to support students in either course.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to gather data about disparate impact of placement into ENG 1A or ENG 1Ax for all student groups.

Continue to gather data on persistence rates and completion rates to determine whether additional interventions and/or structural changes are needed.

Assess the gathered data to determine whether adjustments need to be made in the guidance offered by the active online placement tool.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The Panther Learning Lab offers co-curricular academic support for courses and disciplines. In addition, to offering a summer and winter Math Academy designed to prepare students for their upcoming math course. Math Academy curriculum is designed by faculty to focus on content and study strategies. Math Academy also collaborates with the Salinas Valley Program, TRIO, EOP, Teacher Pathway Program and others to coordinate summer enrichment for incoming and continuing students.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Panther Learning Lab will continue to offer Math Academy and coursework support in collaboration with faculty and other support programs.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

1) Partnerships with schools to increase motivations and preparation for college coursework by way of dual enrollment. There are formal agreements to offer college coursework at all comprehensive high schools in the service area. Semesterly partnership meetings with District/school level administrators, teachers, and staff enables communication of college coursework opportunities, requirements, expectations at earlier grade levels as well as college courses available to high school students at the traditional college site(s).

2) Regular evaluation of course offerings, student success, and school partnerships allows for academic pathway development and improvement. Students have access to UC/CSU Transfer-level courses including, but not limited to, English 1A/1B, Math 25/24, History 17A/17B, Administration of Justice, Ethnic Studies, and Counseling courses in which students develop multi-year education plans with a college counselor that they can use to guide their postsecondary academic pathway.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The addition and/or reinstatement of two annual events geared towards K12 Partners: HS Counselor Breakfast (Spring semester) and Curriculum Institute (Fall semester - although we skipped it this past FA21). These events allow us to communicate new program updates, policy, and access to our partners as well as provide an opportunity for sharing best practices.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

1) Evaluations team reviews student progress when students petition to graduate. They evaluate course completion and progress twice, as students meet with a Counselor and when students submit their graduation petition (reviewed by evaluators).

2) The college has contracted with an external evaluator that is currently reviewing the degree audit process.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The degree audit project is still under development.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The progress page on the Ed Planner Self Serve is directly linked to the Degree Audit project. Students have access to the progress page but it is not accurate, due to missing/incorrect info in Colleague.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Data cleaning is being evaluated by an external evaluator. The degree audit project continues to be a high priority.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Starfish has been discontinued, and the College is now implementing a new software: SARS Early Alert to streamline wrap-around services.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Implement systematic use of SARS Early Alert software by faculty.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

Hartnell nursing and allied health programs are impacted. Since 2012, a two-tier multi-criteria selection tool followed by a stratified random draw process has been used for registered nursing student admissions. A stratified random draw process has been used for vocational nursing and respiratory care applicants. Applicants who are not selected for the

impacted academic programs receive a letter that includes a list of healthcare career options as well as specific courses that might improve their academic ranking in their field of choice. Applicants are encouraged to contact the nursing and allied health academic counselors and/or the dean for consultations and to attend online information sessions on academic programs offered at Hartnell and local colleges and universities. Within two weeks, a staff member telephones and/or emails the applicants and connects them to campus services when necessary.

The CSin3 program is a collaborative program between CSU Monterey Bay and Hartnell College which provides a pathway and support structure for students to earn a bachelor's degree in computer science in three years. Students are provided with an abundance of resources including tutoring, cohort enrichment workshops, professional development workshops, priority registration, scholarship support, and much more! Recruitment and acceptance into CSin occur the fall of the prior year of start in the program. Students who are not accepted into the program can easily enroll in our Computer Science programs that include certificates, AD and ADT. They can transfer to universities, especially at our CSin3 partner CSUMB and be part of their C++ program (with support similar to CSin3) to graduate with a Bachelor in two years after transfer, or their regular CS program. Non CSin3 students benefit from all academic and service support provided for STEM, including tutoring, workshops and internships.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue implementing at scale.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

1) Schedule-building process is based on a review of student demand from previous terms.

2) The district schedules courses that are needed for program completion, even in instances where required courses have low demand, for example 4th-semester capstones.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Deans to develop 4-term course rotation in collaboration with faculty.   This work has been delayed due to scheduling challenges related to Covid and several vacant dean positions.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

PLOs are aligned with educational and employment outcomes, but for most programs outside CTE and ADT the connection to transfer and employment is implied rather than direct.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

There are no next steps planned at this time.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

1) The Curriculum Committee advises that as courses and programs are developed and reviewed, objectives should include higher order thinking skills appropriate to the level of the course. Transfer level courses should have mostly higher order thinking skill verbs in describing objectives.

2) The Outcomes and Assessment committee created a sub-committee with representation from curriculum, counseling, and O & A to review all GE courses and to crosswalk them with Core Competency (ISLO) Categories. The College's Core Competencies (there are six) identify the sets of knowledge, skills, and abilities that a student will have when completing their degree. These six competencies are also the GE outcomes.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

No next steps are planned at this time.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, 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.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

1) District has aligned resources to attract numerous industry partners who offer internships in STEM, Allied Health, and CTE areas.

2) Internships are provided for numerous cohorts (MESA, TRIO, Agriculture Ambassadors, WELI, MILE).

3) The district has expanded opportunities for internships through hiring a Director for Job and Internship Placement, to serve students in all disciplines. This director came on board full-time in September 2021, and has been provided with support staff and office space.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Build on the large number of internships currently in place in STEM and CTE, the Career Hub, under the leadership of the new director, and reach out to initiate industry partnerships in the three metamajors where expansion is needed: social sciences, arts and languages and nursing and allied health.

Term and Year

Spring - 2024

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

All courses and programs have learning outcomes defined. Courses are assessed at least once during a three-year cycle followed by a comprehensive review and analysis of the program during the fourth year. The eLumen software platform is used for entering assessment data as well as generating reports that are used during the analysis process. Section data for each course is aggregated and shared with faculty during dedicated time for analysis and discussion. Course action plans are completed. Courses are mapped to program outcomes in eLumen and course level data is aggregated for the fourth year review and analysis.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The next comprehensive program outcome review will happen in the 2023 - 2024 year. As we work towards that, the O & A committee can examine how learning outcomes can be examined using a lens of Guided Pathways. A request for technical assistance may be made to the ASCCC Task Force for Guided Pathways.

 Request to ASCCC - Spring 2021

Next comprehensive program outcome review - 2023 - 2024 academic year.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Faculty conduct assessment using a 7-year timeline; the first three years focus on course level assessment with all courses in a program being assessed at least once. The fourth year is used for a focused look at the program level using data that has been captured in the previous three years. Data is used to determine if changes need to be made at either the course or program level. Once the fourth-year program level focus is complete, three more years of course assessment occurs. The 7-year framework was implemented in 2016 and faculty completed their program assessment in 2019 - 2020. Course level assessment is now being scheduled for the next three-year cycle.

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

In 2023 - 2024 the next round of a focused program level outcome review will take place. Mapping within eLumen will continue in order to try and allow for data to be reported across various programs, focusing on major required courses for programs that are taught by other disciplines.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

A part-time support position was recently eliminated the reason given that funding was in question. This position was one of three individuals who worked together to lead assessment efforts on campus. The efforts and progress that has been made with this team resulted in the college receiving a Commendation on their site visit regarding assessment practices. It is hoped that the position will be brought back now that it has been determined that pending budget cuts will not be necessary

Support Needed - Detail *

Personnel support

Type(s) of Support

- Other

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice *

Some individual courses, clubs, internships, and internship programs help students document experience in portfolios and the like, but there is no College-wide system or place for students to seek this kind of guidance.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The JobSpeaker software that Career Preparation and Services department purchased (and is in the process of being implemented) may be able to provide portfolio services as one of its functions. However, more work needs to be done in order to determine all options and the appropriateness for use at the College.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice *

In 2019, a full-day workshop was devoted to college employees looking at SENSE data. However, nothing systematic has been done since, nor have data results been linked directly to professional development creation.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

There are no current plans at this point.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Other

Other

Student Government Presentations

Engagement Efforts - Details *

June 2018 through March 2020, students were involved in the guided pathways process. We regularly updated the Associated Students of Hartnell College at their meetings; we partnered with them to hold a poster and feedback session on designs for the entire College; and we recruited a diverse population of student team members and student Steering Committee members to help collaborate and to provide their important insight throughout the inquiry and design processes. Additionally, some of the teams--which were all made up of students, staff, administrators, faculty, and part-time faculty—conducted student surveys and student focus groups to reach out to a wider population.

Since the College moved into implementation and integrating GP into the current College systems as much as possible, students haven't been involved except for surveys; however, implementation is keeping true to the original designs that students helped to create.

Course Alignment

College programs have produced a two-year full-time student program map along with a part-time map. Deans have supervised the meta-major co-leads to ensure that maps are realistic in terms of College scheduling. These maps have been published on the College web site within the Program Mapper, which also shows students PLOs and program specific career information.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 April 2019 GP Self Assessment Hartnell.pdf	Self-Assessment	11/22/2019, 10:53:44 PM	N/A

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

✕ 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