



The California Guided Pathways Project

Readiness Assessment and Application Submission

California community colleges are invited to apply for participation.
Please see also the Project Description and the Project Participation Agreement.

OVERVIEW & SUBMISSION GUIDELINES

California community colleges (individually accredited institutions) are invited to complete and submit—**by 5 PM PT February 28, 2017**—application materials for participation in the California Guided Pathways Project. *Please note that eligibility is limited to individual colleges and does not extend to groups of two or more colleges comprising a district.*

The application materials are designed to enable both the college and the project partners/advisors to ascertain the institution's readiness for and commitment to three years of intensive work on institutional change, with primary focus on the work of designing and implementing academic and career pathways at scale — for *all* students.

Readiness Assessment & College Selection Timeline:

- February 28, 2017: Application materials due.
- March 20 - April 7, 2017: One-hour scheduled interviews with finalist college presidents and 3-4 other institutional leaders.
- By April 19, 2017: Project notifies colleges of selection decisions and works with selected colleges to launch advance work for Pathway Institute #1 in April, 2017.

Instructions for Submission of Application Materials: **by 5 PM PT February 28, 2017**

- Complete College Readiness Assessment.
- Complete Participation Agreement, signed and dated by the president/chancellor and the academic senate president.
- Email completed College Readiness Assessment and College Participation Agreement as an attachment to Rob Johnstone, Project Director, at rob@inquiry2improvement.com
- Confirmation of receipt will be provided.
- Please label your submission using the following format for the file name:
California Guided Pathways Project Application [FullCollegeName].doc

For information regarding the application process and materials, please email Rob Johnstone, Project Director, at rob@inquiry2improvement.com.

For further information about project activities and goals, see the attached project description and description of the guided pathways model.

SECTION 1: INSTITUTIONAL INFORMATION

INSTITUTION NAME: SOLANO COMMUNITY COLLEGE		
DESIGNATED CONTACT PERSON/TITLE: MAIRE MORINEC		
CONTACT TELEPHONE: 707-864-7155	CONTACT EMAIL: MAIRE.MORINEC@SOLANO.EDU	
INSTITUTION ADDRESS: 4000 SUISUN VALLEY ROAD		
CITY, STATE, ZIP: FAIRFIELD, CA 94534		
WEBSITE URL: WWW.SOLANO.EDU		
PRESIDENT'S NAME: CELIA ESPOSITO-NOY	PRESIDENT'S EMAIL: CELIA.ESPOSITO-NOY@SOLANO.EDU	PRESIDENT'S PHONE: 707-863-7820
NUMBER OF YEARS CURRENT PRESIDENT HAS HELD THE POSITION: 1		
PRESIDENT'S ASSISTANT: ALEXANDRA THERRIEN	ASSISTANT'S EMAIL: ALEXANDRA.THERRIEN@SOLANO.EDU	ASSISTANT'S PHONE: 707-864-7299
APPLICATION IS FOR PARTICIPATION BY: <input checked="" type="checkbox"/> SINGLE COLLEGE <input type="checkbox"/> MULTI-CAMPUS COLLEGE (ALL CAMPUSES) [MULTI-COLLEGE DISTRICTS MUST SUBMIT APPLICATIONS FOR INDIVIDUAL COLLEGES]		
IPEDS ENROLLMENT (FALL 2017 UNDUPLICATED HEADCOUNT CREDIT STUDENTS):		
CHECK ONE PRIMARY LOCATION: <input type="checkbox"/> RURAL-SERVING <input checked="" type="checkbox"/> SUBURBAN-SERVING <input type="checkbox"/> URBAN-SERVING		
CHECK ALL THAT APPLY: <input type="checkbox"/> HISTORICALLY BLACK COLLEGE <input type="checkbox"/> HISPANIC-SERVING INSTITUTION <input type="checkbox"/> MINORITY-SERVING INSTITUTION <input type="checkbox"/> TRIBAL COLLEGE		
CHECK ALL CREDENTIALS OFFERED AT YOUR INSTITUTION: <input checked="" type="checkbox"/> <30-CREDIT-HOUR CERTIFICATES <input checked="" type="checkbox"/> >30-CREDIT-HOUR CERTIFICATES <input checked="" type="checkbox"/> ASSOCIATE DEGREES <input checked="" type="checkbox"/> BACHELOR'S DEGREES <input type="checkbox"/> MASTER'S DEGREES		

ACCREDITATION STATUS	CHECK ONE: <input checked="" type="checkbox"/> CURRENTLY AFFIRMED <input type="checkbox"/> PROBATION <input type="checkbox"/> WARNING REGIONAL ACCREDITING ORGANIZATION: ACCJC-WASC NEXT ACCREDITATION VISIT (YEAR):
STUDENT SUCCESS INITIATIVE AFFILIATION/PARTICIPATION	CHECK ALL THAT APPLY: <input type="checkbox"/> ACHIEVING THE DREAM <input type="checkbox"/> ACCELERATING OPPORTUNITY <input type="checkbox"/> ASPEN PRIZE FINALIST NETWORK <input type="checkbox"/> COMPLETE COLLEGE AMERICA ALLIANCE <input checked="" type="checkbox"/> BSI TRANSFORMATION <input type="checkbox"/> BRIC <input checked="" type="checkbox"/> CALPASS <input checked="" type="checkbox"/> CALIFORNIA ACCELERATION PROJECT <input checked="" type="checkbox"/> CAREER LADDERS PROJECT <input type="checkbox"/> CLASS (CALIFORNIA LEADERSHIP ALLIANCE FOR STUDENT SUCCESS) <input checked="" type="checkbox"/> GOVERNANCE INSTITUTES FOR STUDENT SUCCESS (ACCT) <input type="checkbox"/> NEW MATH PATHWAYS (DANA CENTER) <input type="checkbox"/> STATWAY®/QUANTWAY® <input type="checkbox"/> PATHWAYS TO PROSPERITY <input checked="" type="checkbox"/> OTHER (PLEASE PROVIDE NAME): STRONG WORKFORCE PROGRAM, NCCCPT, DGI
PERCENT OF CREDIT COURSE SECTIONS (INCLUDING BASIC SKILLS EDUCATION) TAUGHT BY FULL-TIME FACULTY IN THE FALL 2015 ACADEMIC TERM	<u>54%</u> %
NAME OF THE MAJOR TRANSFER UNIVERSITY (LARGEST NUMBER OF STUDENTS TRANSFERRING FROM YOUR COLLEGE)	IN UC SYSTEM: UC DAVIS IN CSU SYSTEM: CSU SACRAMENTO

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

SECTION 2: READINESS—THE CURRENT STUDENT SUCCESS AGENDA

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

1. Student Success Goals and Metrics

List in the box below the student success goals formally established for your institution. *For each goal, state the specific metric used to measure progress toward goal achievement [If no goals have been established, simply leave this item blank.]*

Goal 1: Completion Rate (Prepared Students)

Percentage of degree, certificate, and/or transfer seeking College Prepared (Student's lowest course attempted in Math and/or English was college level) students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome

Short Term Goal: 68%

Long Term Goal: 75%

Goal 2: Completion Rate (Unprepared Students)

Percentage of degree, certificate, and/or transfer seeking College Prepared (Student's lowest course attempted in Math and/or English was pre-college level) students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome

Short Term Goal: 41%

Long Term Goal: 50%

Goal 3: Completion Rate (Overall)

Percentage of first time degree, certificate, and/or transfer seeking students tracked for six years who attempted any level of Math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome

Short Term Goal: 49%

Long Term Goal: 58%

Goal 4: Remedial Rate (Math)

Percentage of credit students tracked for six years who started below transfer level in Math and completed a college-level transfer course in Math

Short Term Goal: 35%

Long Term Goal: 45%

Goal 5: Completion Rate (English)

Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English

Short Term Goal: 52%

Long Term Goal: 70%

Goal 6: CTE Education Rate

Percentage of students tracked for six years who started first time and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred

Short Term Goal: 55%

Long Term Goal: 65%

Goal 7: Successful Course Completion

Percentage of Fall term credit course enrollments where student earned a grade of C or better

Short Term Goal: 70%

Long Term Goal: 75%

Goal 9: New Student Credit English Rate

Percentage of our incoming degree-seeking students to take a transfer-level English class within three semesters.

Long Term Goal: 75%

Progress towards all of these goals is underway, we have recently undertaken a number of projects and initiatives to improve student success. This includes expansion and augmentation of tutoring student support and tutoring services, hiring of additional counsellors and the recent hiring of a dedicated Dean of Academic Support Services. Although we will not fully expect to see the implications of these efforts, or access to the relevant data, for a number of years. Early results for Fall show an improvement of our successful course completion metric (overall) to 70%. This is a vital first step in improving our completion rates.

We recognize that remediation can be a significant barrier to completion and changes in English remediation in the form of a co-requisite model has shown significant results in improving both access and successful credit completion for what we would previously have identified as basic skills students. Under the leadership of the Basic Skills Committee work is underway to expand and consolidate these improvements. A new math pathway for non-STEM majors has been designed and implemented and is showing promising results in getting a higher percentage of students to pass a vital degree applicable math course.

On the CTE side, there has been significant strengthening of pathways through the CTE sequence. This has involved multiple partnerships with local consortia as well as program

strengthening though allocation of Perkins funding to programs that have well written and realistic plans in place.

The New Student Credit English Rate is already seeing some significant improvements. Curriculum redesign focused on a co-curricular model is already seeing significant improvements in both access and success rates for students in the transfer level English sequence.

Are the student success goals incorporated into the institution's strategic plan?

Yes No

Is there a formal statement of governing board support for a student success agenda?

Yes No

Is there a formal statement of governing board direction for achieving equity in student outcomes? Yes No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee? Yes No

2. IEPI Student Success Goals and Progress

List in the box below the IEPI student goals established for your institution. *For each goal, provide brief summary data indicating your college's progress in achieving those goals.* [If IEPI goals were used to respond to item #1 above, please so state and otherwise skip this item.]

IEPI goals were used to respond to Item #1.

3. Data Collection and Use

Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision making, and monitoring student progress (250 word maximum):

We have excellent capacity to support data usage. We are particularly responsive on issues of student performance data, student equity metrics and cohort tracking. These issues are integral parts of academic program review. So that we can respond in a quick and timely way we have set up complex equity and performance data warehouse. This compiles data from multiple sources into a single comprehensive source. Using this source and our data analysis software such as Tableau or Crystal Reports we can produce analysis instantaneously for the most common requested metrics for almost any cohort on campus. We also share and promote access to interactive and live data sources.

Having access to Argos reporting software greatly increase user access to live data sources. It also allows the IR Office to complete a greater degree of complex SQL queries without a reliance on an already at capacity IT department. We have hired additional analyst in the IR office, the main

focus of this role will be looking at student performance and equity issues. We are already expanding our data reporting procedures to include comprehensive analyses of math and English progression through the various sequences of courses.

We are currently working on a major project to add accountability and progression data to every student record. This will greatly facilitate our ability to report on and analyze key student progress metrics.

Does your institution routinely engage in longitudinal tracking of entering student cohorts?

Yes No If yes, briefly describe in the box below **how** and **by whom** the cohort data are used (150 word maximum):

The CCCCO Basic Skills cohort tracker is in regular review and use by the basic skills committee. The data presented has been used to drive very positive changes in English curriculum content and sequencing. The Office of IR also produces the annual retention report. This report looks at Fall new student retention to Spring. The report examines student by a number of subpopulations. This report is shared with the management team and follow up questions or analysis are encouraged. We also have the ability to longitudinally track students through a sequence of courses in a discipline. Obviously this is of most use when looking at the English and math sequences. We are currently exploring this data and using visualization software to find the best way to view and present this massive but important dataset. Some initial ideas have been explored with the Basic Skills committee but work is ongoing.

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

Yes No If yes, list in the box below the five metrics you consider most important:

- Student Course Completion Rate
- New Student Degree Applicable Math Rate
- New Student Degree Applicable English Rate
- New Student 30 Unit Rate
- New Student Persistence Rate

If yes, briefly describe **how** and **by whom** at your college the metrics are used (150 word maximum):

At the moment we rely heavily on CCCCO Scorecard data which shows us the best view of these important metrics. These metrics are regularly shared with the campus community including college Governance Council, Faculty Senate and Board of Trustees. The implications of these metrics are discussed and are a part of prioritized initiatives. We are currently working on an expansion to these metrics using internal definitions and calculations. This will greatly increase

our reporting capacity on these important metrics and allow much greater degree of disaggregation, speed of analysis and relevancy of information provided. This data will form part of a self-service system of accountability.

Does your institution participate in student engagement surveys—*CCSSE* and/or *SENSE*?

Yes No If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

CCSSE (Community College Survey of Student Engagement):

SENSE (Survey of Entering Student Engagement):

If yes, briefly describe in the box below **how** and **by whom** the student engagement survey results are used (150 word maximum):

Briefly describe in the box below your **two best examples** of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

English faculty involved in the Basic Skills Committee recognized the problems in access and success in students moving through the basic skills sequence. A large part of this recognition was based on an analysis of CCCCO basic Skills Tracker data which showed us that we were expecting less than half of our students enrolling in an English class one level below transfer would end up successfully passing a transfer level English course. Faced with this problem the faculty undertook an extensive redesign of the curriculum to offer a co-requisite supported model that research had demonstrated would lead to significantly higher levels of students passing a transfer level English class in a shorter period of time. Extremely positive student data in the pilot of this model have been a strong argument for expanding and building upon this model to benefit more students.

Math faculty took the lead in analyzing success data for students as part of the progression through the math sequence and successful completion. Although all students had a degree requirement to take an Intermediate Algebra class, this was not always appropriate to students who intended to take a non-STEM major. Pass rates in Intermediate Algebra were fairly low and the Scorecard data identified that passing a degree applicable math class was a barrier to successful completion. With Intermediate Algebra covering some difficult concepts and topics that would not be required by a student in an 'Arts' degree, a new shorter unit course was designed and developed specifically for that population. This new non STEM major math course (Algebraic Reasoning) has shown consistently higher success rates than the Intermediate Algebra. Math faculty are planning to start collecting some data on math 112 students who complete math 112 and see how many eventually took either math 011 (stats) or math 012 (math ideas) and what was their success rate. Plan is to start with the Spring 2016 math 112 group and see how many that passed took either math 11 or 12 in the summer or fall and how they did. We could also check how many of the Fall 2016 successful

math 112 students enrolled this semester in math 11 or 12.

The hope is that this will lead to greater student completion in the future as the offering is scaled.

4. Student Learning Outcomes (250 word maximum)

Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

Outcomes assessment planning and cycles are connected to Academic Program Review and Curriculum Review processes in six-year periods: curriculum and programs are reviewed every six years, and assessment planning is addressed in program review to assure that regular course level outcome assessment occurs, and outcomes are assessed twice every six-year period. CTE programs follow a modified program review process every two years. Course level outcome assessments are used to inform program level outcome assessments; these, in turn, are referenced in the program review report, to document improvements and inform planning and program changes, including curriculum review. Curriculum is reviewed by faculty and the Curriculum Committee, and the curriculum approval processes requires the development of outcomes for new courses OR the assessment of current outcomes for accuracy and measurability. Most recently, the Academic Senate is exploring the addition of the Assessment Coordinator to Technical Review for Curriculum. Solano Community College faculty and its Assessment Committee have worked aggressively toward 100% compliance for SLO development of all active courses as well as the development of robust assessment histories of all courses. Currently, 95% of active courses have outcomes, and 90-93% of courses have been assessed. 99% of programs have Program Level Outcomes. The Assessment and Curriculum Committees are currently engaging faculty to eliminate outliers for 100% compliance.

Briefly describe in the box below **how** and **by whom** assessments of learning outcomes are used. *Provide an example* (150 word maximum):

Student learning outcomes assessments are primarily used by faculty to improve classroom practices and student success. At Solano, assessment reporting includes both qualitative and quantitative analysis of results (including students strengths and weaknesses), and asks faculty to develop planned actions to address areas of student need, and then report on the efficacy of these efforts. For example, a child development instructor noted in her SLO assessment that students did not go into sufficient depth describing how theoretical knowledge applies to children's behaviors. She decided next semester to do more in-class exercises both individually and as groups to help students articulate the links between theory and practice. In her subsequent assessment, she will report on whether these efforts improved scores. Outcomes assessments are also used by the college as part of the integrated planning process. Findings from assessments are reported in program review and weigh into college decisions regarding resource allocation.

5. Transferable Gateway Course Completion (500 word maximum)

Describe in the box below your institution's **best work** to improve the number and rate of students who complete transferable gateway courses in English and math during their first year of college. [This might include, for example, changing placement policies, redesigning curriculum, implementing math pathways appropriate to different programs of study, etc.] Provide data!

SCC has been working with CAP since 2011 to redesign our remedial sequence in English, create a more equitable and accurate placement process, and increase completion of the transfer-level course. This summer, the math department also joined CAP and is scaling a pre-statistics course and developing multiple measures assessment, including high school GPA and course completion, for placement.

We started offering three sections of an accelerated writing course in Fall 2011. We scaled up the number of sections and eliminated the 3-level below class (which had a 19% rate of persistence to English 1) in Spring 2015 and the 2-level below class (which had a 31% persistence rate to English 1) in Spring 2016. Now all students will take no more than one semester of remediation in the writing sequence. In Fall '2014, students in the accelerated course had a 36% chance of persisting to English 1 in two years. The department struggled to understand this number. One solution identified was the blind, holistic grading of an in-class 2-hour exam which was inadequately normed and not validated. The department ended this practice in 2015 and move to an instructor-graded portfolio assessment. It's too early to see the 2-year persistence rate after this change, but this move increased the pass rate for the accelerated class from 50% in Fall 2014 to 63% in Fall 2015.

In Spring 2016 we introduced an English 1 co-requisite as an alternate for students placed 1-level below (which had a 45% persistence rate). This co-requisite is a 3-hour, 1-unit lab taught by the English 1 instructor of record and supported by an embedded TA. The co-requisite students passed English 1 at a rate of 65%, which is comparable to the pass rate of "regular" sections of English 1 in the same semester (66%). In Fall 2016, we offered 7 sections of English 1 with the co-requisite, with 53% of the enrolled students in their first semester at SCC (compared to 38% of stand-alone English 1). Transformation Grant funds are supporting faculty and graduate student TAs in the class and lab to further support just-in-time remediation. Over 50% of our students have immediate access to the co-requisite class and do not need to take the 1-below course. Also, we piloted the use of the co-requisite course for the Fall 2016 cohort of Puenta students.

The Math Department began offering a pre-Statistics course in Spring 2015, but only a few sections have been offered every semester, and the curriculum is still being modified. Funding has been requested to recruit and train faculty to teach the course, with the hope that a significant number of sections can soon be offered, and valid data can be collected.

We are currently working to automate the process for multiple measures placement within our Banner system. The plan is to have it completed for testing by Summer 2017, and implemented for Fall 2017. This would allow students at SCC to register for our math courses immediately after answering the supplemental questions in CCCApply.

6. Completion and Transfer Outcomes (500 word maximum)

Describe in the box below the results over the past 5 years of your institution's best work to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

Over the past several years, SCC has been working to increase the number of students obtaining a certificate and degree in Industrial Biotechnology. As part of our Biotechnology program, we have articulation agreements with every school district in our county and beyond. Additionally, for during the summer of 2013, 2014 and 2015, we offered a Biotechnology boot camp, supported by funding from the Department of Labor grants, enrolling a total of 123 students. Of the 123 who enrolled, 95% finished the 10-week, 8-hour day program. Students who completed the boot camp earned a certificate in Industrial Biotechnology. Of those who completed, more than 50% were placed in jobs in Biotechnology, with the remaining students either continuing their education at SCC or transferring. Beginning in the fall of 2017, Solano Community College will be offering a baccalaureate degree in Biomanufacturing.

7. Labor Market Information (500 word maximum)

Describe in the box below how and to what extent to which your institution **systematically uses current labor market data/information** to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.

Also indicate the **number and percentage of entering students** who currently experience career counseling, including labor market information as an established part of the college intake process.

To ensure that our Career and Technical education programs are responsive to the needs of business and industries within our county and region, Solano Community College has well-established advisory committees whose members are industry leaders, faculty members, and employers. Individual program advisory committees provide advice related to curriculum, facilities and equipment, job market information and the on-going evaluation of the performance of students completing the requirements for any CTE program. Most recently we have established, in concert with our local unions, employers, school districts a District-wide Advisory committee, aptly named the "Doing What Matters for Jobs in Solano County". This committee has given input into our recent Strong Workforce Program Grant application.

Counselors use labor market information with students on a regular basis in the process of career counseling and academic planning. One of our preferred resources is the California Occupational Guides (<http://www.labormarketinfo.edd.ca.gov/occguides/>) which is valuable due to its local focus. Another resource is the o*net linked site, My Next Move, (<https://www.mynextmove.org/>) which has a clear layout and ease of use for students. Counselors present this information to students individually in counseling sessions that focus on career and academic planning. Each counselor has his or her own preferred methods of delivering labor market information to students.

In our Counseling 005 course, we include extensive labor market information as part of the curriculum. We typically teach six sections of the course per semester, reaching approximately 180 students per semester.

In addition, our college provides students with access to EUREKA, which provides career exploration and labor market resources. Students are able to log-in to Eureka and participate in self-assessments that guide their career development and link them to labor market data. All students are provided information on Eureka and other career exploration and labor market resources on our website at <http://www.solano.edu/career/resources.php>. We also provide extensive assistance with labor market information through our college career center.

8. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

Yes No If yes, check all routinely disaggregated variables that apply

Race/ethnicity Gender Income Enrollment status (FT/PT)

College readiness First time ever in college

If yes, briefly describe **how** and **by whom** the disaggregated data are used (100 word maximum):

Disaggregated data is routinely used by various levels of the college at various points in time. In particular, the Program Review process looks at successful student completion rates by the majority of those metrics. This process examines course and program level longitudinal success data by most of those metrics. Faculty are expected to comment on and offer solutions to any identified equity problems. The student equity plan examines disproportionate impact by ethnicity, gender, income as well as other subpopulations of students. Where an impact has been identified, objectives and actions are implemented.

Briefly describe in the box below your institution's **most successful work to improve equity in outcomes for the college's students of color and students from low-income backgrounds**.

Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

Solano Community College has made significant improvements in placement and success rates for students of color enrolled in English 1. The accelerated program allows students who place one level below English 1 to enroll in English 1 and English 310, the companion course to address learning gaps. This change to the English curriculum has resulted in the English 1 pass rate for African American students to improve by 35 percentage points (from 32% to 67%) since the change was implemented last year. 337 students are enrolled in an English 1/English 310 course spring 2017.

The College reinstated the Puente Project in 2016 and students enrolled in the program have a 90% success rate in English I, significantly out-performing their peers. There are 31 students enrolled in Puente this semester. Latino students comprise 26% of the college's population.

Umoja has a total 110 students who participate each semester. African American students comprise 16% of the student population. The program provides intrusive academic counseling,

supplement transportation assistance, book loans, tutoring and the Umoja Village, a safe place for academic and social support.

Academic Success & Tutoring Center (ASTC) provides academic support for students throughout the college. ASTC is located at the main campus and at the centers. Additionally, some basic skills courses include embedded tutoring.

The Dean of Academic Support Services is a new position this year and is responsible for managing the equity and student success programs including Umoja, Puente, MESA, BSI, and the ASTC.

The Community College Legal Pathways (CCLPS) initiative supports students interested in Law by providing guidance from community college through the Law School application process. There are 35 students in the program who participate in university and law school events, test preparation, and mentoring. The program includes a representative student population who intend to study Law.

9. Policy Change (250 word maximum)

Describe in the box below a key policy change at the institutional level that has been critically important in your institution's student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?):

In Fall 2015 the English department lowered the placement scores for access to English 1 and to use high school performance as a multiple measure (2.7 high school GPA or a "B" in Junior or Senior English for 2.3 GPA or better with a "C" in Junior/Senior English for the co-requisite). The lowered Accuplacer score increases access to English (or the co-requisite) from 18% of incoming freshmen in Fall 2015 to 72% of incoming freshmen in Fall 2016. This has all but eliminated the equity gap—23% of white students had access to English 1 in Fall 2015, but only 11% of African American students had access, but in Fall 2016, 80% of white students have access to English 1 and 65% of African American students have access. With SCC's Basic Skills Transformation Grant, the math department is also working to institute multiple measures.

The consolidation of services (Academic Support Tutoring Center), UMOJA, PUENETE and MESA are all have been unified under the Academic Support Services area. The policy brings these programs under one administrative body.

A key policy change has been the development and implementation of a case management Counselor approach whereby all students are assigned to one counselor to establish a positive relationship and continuity. A policy requiring probation and dismissal students to participate in a student success program with a designated Counselor has been critically important in our institutions student success work.

10. Reallocation of Resources (250 word maximum)

Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college's student success agenda.

In past years, the college allocated very little funding to professional development (PD) and required those who wished to implement new or innovative programs submit to a lengthy and uncertain process for funding referred to as, Innovative Program funding managed by the College Governance Committee (CGC). Over the past year, the college has revised its commitment to and process for requesting PD funds. Rather than have the College Governance Committee review requests for funding and struggle with approving or denying requests, all requests go through the PD Committee which expanded its membership to include managers and classified staff in addition to the appointed faculty. The committee reviews PD requests and determines if the request will advance one or more of the college goals. The PD Committee Chair then meets with the Superintendent-President (S-P) who, in consultation with managers, determines appropriate funding sources for the request. Additionally, the PD Committee and the S-P worked together to select an outstanding keynote speaker for spring convocation, Dr. Jeff Duncan-Andrade who captivated faculty, staff, managers, and trustees with his powerful message of love and support for our students.

The college has a better understanding of the abundance of resources, how best to use resources to advance college goals, and how working collaboratively creates greater access to resources. This shift from lack of resources to abundance has contributed to the cultural change the college is experiencing.

11. Allocation of Resources (250 word maximum)

Briefly describe in the box below your college's significant uses of California's Student Success Initiative and Equity funding to support your college's student success and equity agenda.

The college's leadership and shared governance committees have worked collaboratively to develop SSSP and Equity plans that advance student access and success. Resources are appropriately used to address some fundamental student challenges including access to public transportation and text books.

One of our newest efforts has been using funds to support Inmate Education at California State Prison, Solano (CSPS). In accordance with recent legislation, the college offers several face-to-face courses every semester to students at CSPS, as well as assessment, orientation, and counseling. We are the only CCC offering in-person classes to CSPS students. We also provide students with text books through e-Readers or through our text book lending program. We are part of the Chancellor's Office Inmate Education Advisory Committee where we work with partners committed to inmate education and re-entry services.

To supplement our SSSP and Equity efforts, we have partnered with SparkPoint, the financial counseling services funded through United Way who will open an office on our main campus. Because many of our students incur debt from unpaid enrollment fees, we believe that students who receive services from SparkPoint are more likely to persist because unpaid debt will not prevent them from enrolling in classes. Additionally, with the recent hire of the newly designed Dean of Enrollment Services position, we are now better able to serve our diverse students. With

new leadership, we have redesigned our student services structure to align with how students access services, not based on what makes sense to the institution.

12. Achieving Scale (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

The most significant success in scaling up a program is the work done by the English Department to improve English 1 placement and course success rates. By lowering the placement score for English 1 and developing a companion course, English 310, the college increased access to English 1 (or the co-requisite) from 18% of incoming freshmen in Fall 2015 to 72% of incoming freshmen in Fall 2016. Most significantly, this also has almost decreased the equity gap. In Fall 2015, 23% of white students had access to English 1 but only 11% of African American students had access. In Fall 2016, 80% of white students had access to English 1 and 65% of African American students have access.

SCC's Basic Skills Transformation Grant has encouraged the math department to review its course success rates and to consider instituting multiple measures for placement and an accelerated program for those who place below college level math.

13. Guided Pathways Work (500 word maximum)

Describe in the box below work currently underway at your college that is directly related to *design and implementation of guided academic and career pathways for students*.

The equity agenda incorporates Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer. Through the College Governance Committee, the responsibility to address equity issues belongs to all of us. While Student Equity funding supports various programs whose primary mission is to support students and expand equity, the College understands that we are all responsible for assisting students and providing an environment that improves academic success.

The College has implemented several guided academic and career pathways for students. As mentioned previously, SCC hosts the Community College Legal Pathways and works closely with a local high school's Law Academy. Students from Jesse Bethel High School Law Academy participate in summer courses to advance their skills in preparation for attending college and eventually Law School. The Law Academy is one of the many academic and career pathways developed by the Vallejo City Unified School District that works closely with the college. Jesse Bethel High School also has a Biotechnology Pathway that leads to the college's AS and new BS Degree in Biomanufacturing. High School and College faculty meet regularly and have articulated courses allowing high school students to transition into the college programs.

Another effort is to provide a certificate to students at California State Prison, Solano. We offer in-person courses at the prison as we find that the students respond extremely well to the face-to-face contact. The College has also partnered with the Solano County Jail and Juvenile Hall to bring SSSP-funded services to those who are 180 days or less from release. Providing re-entry students with pre-enrollment services prior to release and providing them with a contact person at the college improves the likelihood that students will continue their education upon release.

The college is partnering with a community-based organization in Vallejo that encourages high school students to consider a career in Fire Technology and EMT. Since the college offers degrees and certificates in Fire Technology and EMT, we will offer two 8-week courses this fall that, upon completion, will allow students to work with emergency medical technicians (EMTs) as an entry into both fields.

INSTRUCTIONS FOR SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

IN THE FOLLOWING SECTION #3,
RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.

THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE COLLEGE LEADERSHIP
TEAM, WORKING AS A GROUP.

ITEMS PERTAINING TO FACULTY ENGAGEMENT SHOULD BE DISCUSSED WITH FACULTY LEADERS AND
THE COLLEGE ACADEMIC SENATE.

ITEMS PERTAINING TO GOVERNING BOARD COMMITMENTS
SHOULD BE DISCUSSED WITH THE BOARD.

TO THE EXTENT POSSIBLE, IT WILL BE HELPFUL ALSO TO SEEK PERSPECTIVES OF OTHER GROUPS ON
CAMPUS, AS APPROPRIATE TO THE TOPICS OF EACH SECTION.

*REMARKS SHOULD BE BRIEF NOTES (1-3 BULLETS OR SENTENCES) ABOUT PARTICULAR
STRENGTHS OR CHALLENGES THE INSTITUTION
MAY BRING TO THE GUIDED PATHWAYS WORK.*

*PLEASE NOTE THE SCALE PROVIDED FOR SECTION 3 RESPONSES IS INTENDED ONLY AS A
PROMPT FOR COLLEGE DISCUSSION AND SELF-ASSESSMENT. THIS IS NOT A QUANTITATIVE
MEASUREMENT INSTRUMENT AND SHOULD NOT BE USED AS SUCH. DO NOT AVERAGE RESULTS ACROSS
INDIVIDUAL RESPONDENTS OR ACROSS ITEMS.*

SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION

LEADERSHIP

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college's academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college's service area.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>College leadership is committed to a reform process that will likely take 4-5 years for full implementation.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the work of pathways design and implementation.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

MAGNITUDE OF INSTITUTIONAL CHANGE

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College is committed to integrating important and effective supports into student pathways as the alternative to typically disconnected and optional services.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College leaders understand that pathways reforms will involve more structure and more prescription for students.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College leaders have the will and capacity to reallocate resources at a substantial scale.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p>

READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION

FACULTY ENGAGEMENT

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement guided pathways for students.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
There is commitment from the Academic Senate to support the Guided Pathways Project work. [See also signature requirements and College Participation Agreement below.]	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
At least one faculty representative is on the project leadership team.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College faculty are committed to reviewing, revising, and aligning course and program student learning outcomes with (1) employer-vetted career/occupational competencies and (2) primary transfer institutions' requirements to support the Guided Pathways work.	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION FRAMEWORK

DATA COLLECTION, ANALYSIS AND USE

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>The college IR and IT functions regularly track student participation in support services.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>The college governing board regularly sees, reviews and discusses data on student progress and success.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

TECHNOLOGY

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
The college has in place technology tools to support academic planning and advising.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u> _____
The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u> _____
The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor's degree attainment data.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <u>Remarks:</u> _____
The college has in place technology to support learning analytics.	<u>Check one:</u> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u> _____

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

PARTNERSHIPS

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>There is a pattern of trust between the college and the four-year colleges/universities at which most of the college's transfer students enroll evidenced through data sharing about student transitions and performance.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>
<p>The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <u>Remarks:</u></p>

SECTION 4: STATEMENT OF INSTITUTIONAL ASPIRATION AND COMMITMENT

In 500 words or less, describe in the box below why your institution wishes to participate in the California Guided Pathways Project and what your shared aspirations are for work to be accomplished through your college's participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

In the past, Solano College initiated projects without the understanding of or support from college constituents and this created an unhealthy environment fraught with distrust. With renewed leadership, the college has assessed its capacity and strengths and understands the importance of college-wide buy-in for successfully launching and completing projects. Participation in Guided Pathways is consistent with our efforts to use data to inform decisions, to boldly address long-standing problems differently, and to enlist all constituents in the efforts. The college leadership- managers, faculty, classified-along with trustees all agree that we need to tackle long-standing problems, to honestly assess where we are failing our students and community, and be bold in our efforts to improve. In our mission statement, we declare that we are, "committed to transforming students' lives" and we must strengthen our resolve to do so.

SCC is ready to address our difficult challenges. We have the capacity and the will and receiving guidance, support, and resources to do so will allow us to greatly improve. The college is addressing structural issues that have made it difficult to manage. Contentious negotiations with bargaining units are a thing of the past. The college has accepted and implemented an Interest Based Approach (IBA) to negotiations and without any new money gave faculty a 3% salary increase while continuing to reduce the structural deficit. The Integrated Planning Process is under review and revision to better align planning with resource allocations.

The time is right for the college to participate in an effort that will require us to review and discuss honestly what changes we must make, what is working and how we might scale-up, and what changes the leadership must make to further advance the college's goals. With new leadership that has focused on capacity-building, improving student success, and creating an environment that fosters trust and respect, the college will meet its goal of transforming students' lives.

Indication of governing board support (describe action taken and date):

The S-P maintains regular communication with the Governing Board regarding college efforts to improve student outcomes. The S-P's goals are established by the Board and reflect their commitment to addressing long-standing issues. The S-P provides weekly updates to the trustees in addition to special reports on the progress of specific programs including Umoja, Puente, and

MESA and one Board meeting each month includes a dedicated study session on a specific effort, program, or service. At the February 15, 2017 Board meeting, the trustees were advised of our efforts to secure participation in the Guided Pathways and they agree that the college will benefit significantly from participating. The S-P had advised them in previous communication of the college's interest in and commitment to this effort. The trustees are long-time community members who have strong ties to the college as former faculty and students, and are fully committed to addressing the difficult issues in ways that have not been attempted in the past.

Indication of academic senate and/or faculty union support (describe action taken and date):

The Academic Senate of Solano Community College has been engaged in active discourse on the implementation of pathways in cooperation with Administration and its Basic Skills Committee, a standing subcommittee of the senate. On January 6, 2017, the President and Vice-President of the Academic Senate participated in planning conversations for the CA Pathways Grant. At its meeting on January 12, 2017, the Academic Senate was provided with a presentation by the Dean of the School of Applied Tech and Business on the Pathways Project and the CA Pathways Grant. The Dean of the School of Applied Tech and Business and the Academic Senate present on pathways, including the grant, to the Basic Skills Committee on January 20, 2017. The Dean of the School of Applied Tech and Business provided further updates to the Academic Senate, and the Basic Skills Coordinator and Committee Chair voiced that committee's support of the application. The Academic Senate to take action on the grant application at its February 27, 2017 meeting where its input on this application is approved, including the direction of the signature of its president to this document to affirm its commitment. [pending action of senate on 2.27.17]

THE COLLEGE PARTICIPATION AGREEMENT ON THE FOLLOWING PAGES MUST BE COMPLETED, SIGNED BY THE PRESIDENT, ACADEMIC SENATE PRESIDENT, AND DISTRICT CHANCELLOR AND SUBMITTED WITH THE APPLICATION MATERIAL AND READINESS ASSESSMENT.

SUBMISSION DEADLINE IS FEBRUARY 28, 2017.