

To: Academic Senate, Solano College

From: Michael J. Wyly, Guided Pathways Coordinator

Date: 1.8.2020

Re: SOAA, Guided Pathways, Solano Community College

The following items are a list of suggested substantive changes to the SOAA (Scale of Adoption Self-Assessment) submitted by the College in Spring 2019 (April 22, 2019). (Note: this document was already approved by the Senate prior to submission.) The complete document, including the following changes is also attached. This working document will be submitted to the CO via NOVA.

Recommended changes:

1.c. “not systemic” to “scaling in progress”; added: “New student portal for website is under development for AY 2020-21 launch to include employment and educational opportunities for all program awards.”

1.d. “planning to scale” to “scaling in progress”; added: “New student portal for website is under development for AY 2020-21 launch to recommended program sequences for all program awards.”

1.e. added: Published course sequences, including recommended math sequences, for all programs in new student portal design for AY 2020-21.

2.a. added: “AY 2019-20 includes a series of workshops to better connect student services with the whole of the campus community.”

2.b. “not systematic” to “planning to scale”; added: “The college is exploring models to ‘completion success teams’ for pilot implementation in AY 2020-21.”

2.e. added: “The college is exploring models to ‘completion success teams’ for pilot implementation in AY 2020-21.”

2.f. added: “Frame majors fair and college open house as an exploration of metamajors, to begin in Spring 2020.”

3.a and 3.c. added: “The college is exploring models to ‘completion success teams’ for pilot implementation in AY 2020-21 which may address this element.”

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
 Revised February 2019

Institution Name: Solano Community College

Date: 4.22.2019 (REVISED 1.8.2020)

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

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A new addition to the SOAA in fall 2018: Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Programs arranged into career-focused metamajors: P.A.C.E. (Pathways for Academic and Career Excellence). Included in 2019-2020 catalog and outreach documents. (Also, informs pilot FYE program to be implemented in fall 2019.) Student inquiry groups and faculty, staff, and administrative input informed the development of the metamajors, as well as the language used to direct students to our programs. Broad promotional efforts, including outreach and branding. Implementation of Pathways for Academic and Career Excellence (P.A.C.E.) to provide career-oriented exploration of SCC programs through metamajors.</p> <p><i>Term, if at scale or scaling:</i> Fall 2019</p>	<p><i>Next steps:</i> Design of new student portal to guide students to potential programs of study using the metamajors identified in Pathways for Academic and Career Excellence (P.A.C.E.). Assessment of published metamajors to inform edits for 2020-2021 AY. Map all programs in conjunction with online student portal development. Frame majors fair and college open house as an exploration of metamajors, to begin in Spring 2020.</p> <p><i>Timeline for implementing next steps:</i> On-going development of promotional materials to inform high school outreach in AY 2020-21. Soft deadline for implementing online student portal is Fall 2019. CCCmyPath to be implemented May 1, 2019.</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> All programs are approved and regularly reviewed through Curriculum and Program Review procedures, both of which are clearly outlined in our Curriculum and Program Review Handbooks, respectively. Both procedures place emphasis on areas of relevant employment and/or articulation as part of review processes.</p>	<p><i>Next steps:</i> Continued application of best practices, including regular review and updates of the Curriculum and Program Review handbooks to meet state and accreditation requirements. To work with Curriculum and Program Review Committees to determine any additional practices to improve on better connecting students to employment and further education opportunities.</p>

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		<p>Term, if <i>at scale</i> or <i>scaling</i>: SCC has been at this point for a significant period, since before our last accreditation review in Fall 2017 when the college's accreditation was reaffirmed for seven years with no compliance requirements.</p>	<p><i>Timeline for implementing next steps:</i> On-going. This item shared with Curriculum and Program Review committees for discussion of on-going improvement.</p>
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> SCC is currently developing program maps which include employment and education opportunities. To date, all 25 ADTs and three AA's are to be published in the catalog and online in AY 2019-20. First-year success is supported by the College's Promise program which offers tuition reimbursements and bookstore credits.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: AY 2020-21</p>	<p><i>Next steps:</i> Implementation of Career Coach. Development of a new online student portal which prioritizes employment and education opportunities for all programs. Continued progress on the development of program maps for all programs with special attention to CTE programs and the mapping of stackable certificates. Development of possible internship and work experiences. New student portal for website.</p> <p><i>Timeline for implementing next steps:</i> New student portal for website is under development for AY 2020-21 launch to include employment and educational opportunities for all program awards. Program mapping which includes employment and education opportunities to continue in Summer 2019 and AY 2019-20.</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> All 25 ADTs and three AA's are to be published in the catalog and online in AY 2019-20: program maps include emphasis on critical courses for each program, including discipline-specific recommendations as well as transfer-level English and Math, where required. New FYE program in pilot for Summer and Fall 2019, including development of templates to assist students in course selection. Continued emphasis on support and development of cohort-specific programs (e.g. Puente).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: AY 2020-21</p>	<p><i>Next steps:</i> Continued mapping of all programs. Development of a program template which serves CTE programs, especially those with stackable certificates. Connection of programs to CCCmyPath. Development of new online student portal using the college's metamajors (P.A.C.E.). Scaling of FYE program. Use of program maps to inform scheduling decisions. New student portal for website is under development for AY 2020-21 launch to recommended program sequences for all program awards</p> <p><i>Timeline for implementing next steps:</i></p>

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			CCCmyPath to be implemented on 5.1.2019. FYE to scale in following years, with the possibility to scale sooner if there is significant student demand. The remaining steps are on-going through AY 2019-20.
<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The appropriate mathematics course for each mapped discipline has been identified, and the correct mathematics course is a fundamental design principle of our new first-year experience program. Curriculum Committee has approved new mathematics co-requisites in alignment with AB 705 (Irwin 2017). Fall 2019 FYE cohorts are built with non-corequisite math options. Development of guided self-placement tools and multiple measures charts. Transfer mathematics courses with and without co-requisites are offered in Fall 2019 in full compliance with AB 705. Our new First Year Experience program—First-time, Full-time, Fast-track (FT3)—pilots in Fall 2019 with plans to scale as quickly as we are able.</p> <p><i>Term, if at scale or scaling:</i> Published course sequences, including recommended math sequences, for all programs in new student portal design for AY 2020-21.</p>	<p><i>Next steps:</i> Continued work on program mapping per 1.d. to include the appropriate math pathways. Published course sequences, including recommended math sequences, for all programs in new student portal design for AY 2020-21.</p> <p><i>Timeline for implementing next steps:</i> AY 2020-21</p>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Metamajors at SCC (Pathway for Academic and Career Excellence or P.A.C.E.) have been cross-walked to Holland Types to empower career exploration in the selection of a program of study. Program maps highlight career and academic pathways and connect to online resources (e.g. O*Net). New FYE program is designed to reflect metamajor exploration—four of six metamajors have a corresponding FYE first-year template. New students have traditional Counseling services available to them, including the Career Center, to develop education and career planning tools. On-going planning for CCCmyPath implementation. Implementation of metamajors into design of student portal. Integration of metamajors into high school outreach, including metamajors, FYE, and program maps.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> On-going development of program maps. Explore how the college can provide additional opportunities for career and educational planning through traditional Counseling services. Fully implement DegreeWorks self-service to serve students and prospective students. On-going development of high school articulation and/or dual enrollment opportunities. Work with Student Services to erode silos and better connect onboarding services with program selection and completion.</p> <p><i>Timeline for implementing next steps:</i> High school outreach efforts are on-going in Spring 2020 and AY 2020-21. AY 2019-20 includes a series of workshops to better connect student services with the whole of the campus community.</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Where transfer-level Mathematics and/or English are programmatic gateway courses, either as required or as a pre-requisite for a requirement, co-requisite support is offered in English and is planned for in Math in Fall 2019. These courses also benefit from our Teaching Apprentice program, a teaching internship program, or Supplemental</p>	<p><i>Next steps:</i> Planning for how to sustain the Teaching Apprentice program (as it is currently supported by BSOT funds) as part of our support for English and Math, as well as our grow-your-own narrative per the EEO Plan. Planning for more robust TA and embedded tutor hiring and training. Planning for teacher training and inquiry, including best</p>

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		<p>Instruction. The Academic Success and Tutoring Center (ASTC) offers discipline-specific tutoring and instructor assistance for disciplines outside of Math and English. Conversations for how to approach these next steps occurred in Spring 2019 in Student Equity and Success Committee (SES), ASTC planning, and in Mathematics and English with the intent of acting on the recommendations of these committees for AY 2019-20.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Pilot implementation of completion success teams for AY 2020-21</p>	<p>practices for use of TA/tutoring support in the classroom. Expansion of the services and availability of the ASTC, and the integration of its support for all instructional areas. Planning for on-going equity training and resources, including how best to support these goals in our equity plan. Possible creation of discipline mentors to support students. The college is exploring models to ‘completion success teams’ for pilot implementation in AY 2020-21.”</p> <p><i>Timeline for implementing next steps:</i> The college is exploring models to ‘completion success teams’ for pilot implementation in AY 2020-21.”</p>
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> A sufficient number of sections of transfer-level Mathematics with the approved co-requisite are in the Fall 2019 schedule. Students in these courses also benefit from embedded tutors, the Math Activity Center (an instructor-guided, independent lab), and the Academic Success and Tutoring Center (ASTC) which offers discipline-specific tutoring and instructor assistance.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Implementation of Spring 2019 planning, including a responsive course schedule to be guided by student demand. On-going discussions of how best to integrate embedded tutors in the classroom, as well as equity training for tutoring staff. (See also 2.b.) On-going discussions of adding/developing appropriate co-requisite opportunities to increase student success, as needed.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Transfer-level courses in English with or without its co-requisite have been active at the college for several years, to include co-requisite support, embedded support via the Teaching Apprentice program (currently funded under BSOT), and developed support with the Academic Success and Tutoring Center. Student success is also supported by the pairing of transfer-level composition with support in information competency.</p>	<p><i>Next steps:</i> See 2.b. In addition, English continues to examine the success of the course English 360, a pre-baccalaureate course in English composition, including any negative impact on equity gaps: while this course is not required of students (per AB 705), we continue to offer a few key sections to support students who select the course as part of guided self-placement.</p>

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		Term, if <i>at scale</i> or <i>scaling</i> : AY 2017-2018	<i>Timeline for implementing next steps:</i> See 2.b.
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> The English Department continues to offer a pre—baccalaureate course in accelerated composition designed to prepare a student for transfer-level composition in a single semester. Mathematics plans to continue key sections of pre-baccalaureate mathematics to serve very poorly prepared students in the same fashion. The Math Activities Center (MAC) and the Academic Success and Tutoring Center (ASTC) offer robust support for under-prepared students. DSP services and support. Launch of Targeted Assistance Program (TAP). Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Explore how and where to increase student access to existing support mechanisms (e.g. MAC, ASTC), as well as how to empower further the ASTC's capacity to serve a variety of discipline-specific needs. Engage in more robust advertisement/outreach to better centralize existing support services. Find new ways of informing students about existing support mechanisms. Development of creative marketing strategies during Welcome Week. The college is exploring models to 'completion success teams' for pilot implementation in AY 2020-21." <i>Timeline for implementing next steps:</i> AY 2020-21
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> The college advertises and hosts tours for its feeder schools, as well as major fairs and career fairs. In Spring 2019, the college introduced its metamajor and FYE program to high school counselors at its annual counseling fair. To date, the majority of discipline-specific high school outreach, including high school articulation agreements, has been championed by dedicated discipline faculty. Since Fall 2019, the college has focused on the development of a unified approach to high school outreach, including the hiring of a dedicated high school outreach coordinator. The College hosts an early College program in cooperation with the local district. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Integration of high school outreach materials and planning with the college's metamajor program (PACE), its FYE pilot (FT3), and the program maps for the ADTS. Explore additional opportunities for engagement, including an expansion of high school articulation agreements or dual enrollment opportunities. Permanent staffing for outreach services. Frame majors fair and college open house as an exploration of metamajors, to begin in Spring 2020. <i>Timeline for implementing next steps:</i> AY 2019-20.

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Click or tap here to enter text.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Explore best practices for monitoring every student to better understand its feasibility and our own institutional capacity. The college is exploring models to 'completion success teams' for pilot implementation in AY 2020-21 which may address this element.</p> <p><i>Timeline for implementing next steps:</i> Not yet determined.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> The template for program maps empowers student tracking of recommended and required classes, including courses in the program and general education. The college is in the process of implementing Degree Works for online access for all students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Full implementation of DegreeWorks. On-going development of program maps. Integration of program maps into online student portal.</p> <p><i>Timeline for implementing next steps:</i> DegreeWorks to be implemented in AY 2019-20. On-going program development in Summer 2019 and AY 2019-20. Timeline of student portal design, including program maps, TBD.</p>
<p>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.</p>	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> DegreeWorks shows audit of course progress in programs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Explore best practices for monitoring every student to better understand its feasibility and our own institutional capacity for meaningful intervention. The college is exploring models to 'completion success teams' for pilot implementation in AY 2020-21 which may address this element.</p>

			<i>Timeline for implementing next steps:</i> Timeline for implementation TDB.
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	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Development of a certificate and AA in General Science for the completion of pre-requisites in Nursing while also aiding/empowering students in the selection of alternative career/educational paths in the Health Sciences (other than Nursing). Currently, developing program map.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Finalize and publicize program map. Explore how best to communicate to students viable alternatives to Nursing. Work to identify programs other than Nursing.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Scheduling for Fall 2019 is informed by the requirements of the pilot FYE program which derives its patterns from the program maps for all 24 ADTs.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Implement and scale first-year planning. Explore how best to compliment discipline-specific program maps in scheduling strategies.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>

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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Program review advances regular review of program learning outcomes as outlined in the Program Review Handbook, including alignment of PLOs with employment and/or articulation requirements. Program learning outcomes are developed and reviewed through Curriculum processes as outlined in the Curriculum Handbook.</p> <p><i>Term, if at scale or scaling:</i> SCC has been at this point for a significant period, since before our last accreditation review in Fall 2017 when the college's accreditation was reaffirmed for seven years with no compliance requirements.</p>	<p><i>Next steps:</i> This item shared with Curriculum and Program Review committees for discussion of on-going improvement, including on-going alignment of local processes with the goals of Guided Pathways. Continued work with non-CTE programs to improve/update periodically alignment with career pathways where needed.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20.</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The college has robust and active review processes to emphasize and encourage meaningful work in course and program design, including Program Review, Curriculum Review, and Student Learning Outcome Assessment, and each process is captured in a corresponding handbook with active timelines developed in consultation with the Academic Senate and Academic Affairs. Offering on-going professional development support for instructional support and effective teaching practices, both on campus and support for off-campus PD, including OnCourse trainings and practices.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> This item shared with Curriculum, Program Review and Assessment committees, as well as the Academic Senate, for discussion of on-going improvement, including alignment of local processes with the goals of Guided Pathways to include how best to measure consistent and equitable access to applied learning. To connect this goal to the college's equity plan to assure planning and support.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>

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		Procedures for review of curriculum and instruction have been meaningfully applied since before our last accreditation review in Fall 2017 when the college's accreditation was reaffirmed for seven years with no compliance requirements.	
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> The college has a robust and active review process to emphasize and encourage meaningful work in course and program design, including Program Review, Curriculum Review, and Student Learning Outcome Assessment, and each process is captured in a corresponding handbook with active timelines developed in consultation with the Academic Senate and Academic Affairs. A robust peer review process empowers discussions of teaching and learning within all disciplines.</p> <p><i>Term, if at scale or scaling:</i> SCC has been at this point for a significant period, since before our last accreditation review in Fall 2017 when the college's accreditation was reaffirmed for seven years with no compliance requirements.</p>	<p><i>Next steps:</i> This item shared with Curriculum, Program Review and Assessment committees, as well as the Academic Senate, for discussion of on-going improvement, including alignment of local processes with the goals of Guided Pathways to include how best to measure consistent and equitable access to experiential learning as a part of program completion. To connect this goal to the college's equity plan to assure planning and support. Determination of how to address equitable access to experiential learning as a part of faculty mentorship and peer review processes.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20 (tentative) and/or AY 2020-21</p>
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i> The college has a robust and documented assessment process as captured in the Assessment Handbook. Faculty regularly assess student learning outcomes to inform discipline-specific dialogs, as well as professional development (PD) requests through the PD Committee. SLO assessments inform periodic program review cycles as captured in the Program Review Handbook. Curriculum Review processes include the evaluation of assessment outcomes (SLO and PLO) as part of its technical review and content review processes as captured in the Curriculum Handbook. Outcome mappings include connecting capstone courses to PLOs which are periodically evaluated as part of program review.</p>	<p><i>Next steps:</i> This item shared with Curriculum, Program Review and Assessment committees, as well as the Academic Senate, for discussion of on-going improvement, including alignment of local processes with the goals of Guided Pathways.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>

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		<p>Term, if <i>at scale</i> or <i>scaling</i>: SCC has been at this point for a significant period, since before our last accreditation review in Fall 2017 when the college's accreditation was reaffirmed for seven years with no compliance requirements.</p>	
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The college has a robust and documented assessment process as captured in the Assessment Handbook. Faculty regularly assess student learning outcomes to inform discipline-specific dialogs, as well as professional development (PD) requests through the PD Committee. The PD Committee also assembles the Flex calendar which includes professional development engendered in assessment-based dialogs. SLO assessments inform periodic program review cycles as captured in the Program Review Handbook.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: SCC has been at this point for a significant period, since before our last accreditation review in Fall 2017 when the college's accreditation was reaffirmed for seven years with no compliance requirements.</p>	<p><i>Next steps:</i> This item shared with Program Review, Professional Development, and Assessment committees, as well as the Academic Senate, for discussion of on-going improvement, including alignment of local processes with the goals of Guided Pathways to include how best to inform integrated planning to best support instructional improvement. On-going conversations regarding how to develop more robust conversations around assessment results, to include additional professional development opportunities. To connect this goal to the college's equity plan to assure planning and support.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> Some departments/disciplines use various means of assisting students in discipline-specific documentation, such as portfolio projects. The Solano College Work Experience Office/Program uses a digital platform, as do segments of our CTE programs. The Career Center offers assistance to all students in documenting skills in and out of the classroom.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Explore best practices for assisting every student to better understand its feasibility and our own institutional capacity.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>

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<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i> The College administered CCSSEE in Spring 2018. The College offers targeted professional development opportunities in cooperation with the Professional Development committee.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> To promote a wider discussion of CCSSEE survey results in cooperation with Research and Planning, Academic Affairs, the Academic Senate, and the Professional Development committee.</p> <p><i>Timeline for implementing next steps:</i> AY 2019-20</p>