



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

Revised February 2019, November 2019

Institution Name: Solano College

Date: March 25, 2022

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

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. 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.

Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline						
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>									
<p>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><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Programs arranged into career-focused meta-majors, which we are in the process of re-branding as GPS (Guided Pathways Solano) Pathways. Included in the catalog and outreach documents since 2019-20.</p> <p>New department web pages for each program display average earnings and link to program maps (recommended course sequences). Development of a new GPS web page organizing all program by metamajors in development to launch by the end of Spring 2022.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2022</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue broad promotional efforts, including outreach and branding. Provide career-oriented exploration of SCC programs through meta-majors. Complete student web portal to guide students to potential programs of study using the meta-majors identified. Coordinate with Counseling to embed materials about the GPS program maps in new student orientation materials.</p> <p><i>Timeline for implementing next steps:</i></p> <p>AY 2022-23</p>						
<p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>A major challenge has been the lack of resources committed to improving our college website.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams								
Regional training	On campus /individual training								
Technology	Reporting/data								

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Other			
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>CTE programs are doing better than academic degree/transfer programs at communicating this information to various stakeholders.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> 1. Connect programs, degrees and certificates to occupations so students may understand employment options available through particular courses of study. 2. Utilize webpages as points of interest for students to explore employment opportunities. 3. Develop videos (for web) and in-person presentations featuring program graduates & industry professionals as opportunities for current & prospective students to connect education planning to career goals. <p><i>Timeline for implementing next steps:</i></p> <p>AY 2022-23</p>
<p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

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<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Continue to refine the new program pages to include employment and educational opportunities for all program awards.</p> <p>Link to CalPASS will be added to the program maps for all transfer programs, to assist with planning further education.</p> <p>Tassel software is working with select CTE faculty to develop discipline-specific workforce pages with employment projections, job classifications, and employer connections.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>As the student portal website is developed, the website will be reviewed and the information will be continuously updated where appropriate.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring - Fall 2022</p>
<p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>New program web pages launched in Spring 2022 feature recommended course sequences for all program awards. Courses in each program map are tagged with color-coded markers to indicate GE & transfer requirements where appropriate.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>GPS Coordinators will continue to work with discipline faculty to review and update program maps as needed, for accuracy and clarity.</p>

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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.		All program pages are visible for easy browsing through the "Explore programs" tab on the college website. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2022	Timeline for implementing next steps: AY 2022-23
1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		Challenge or barrier: (1,000 character)	Support Needed – Detail: (1,000 character)
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>)	Place an X next to one: Not occurring Not systematic Planning to scale X Scaling in progress At scale	Progress to date: (2,500 character) GPS Program maps for all programs, including recommended math sequences, are available on the new program web pages launched in AY 2021-22. Math courses are included in first-semester templates for each GPS metamajor, used in new-student ed plan workshops offered by the counseling dept. Term, if <i>at scale</i> or <i>scaling</i> :	Next steps: (1,000 character) Revise the language in the student math placement notifications generated by CCCApply entries (GPA & highest HS math), to clarify which classes map to which GPS areas / student goals. Develop informational video for web posting, clarifying the alignment of the various first-semester math options with different GPS areas / student goals. Timeline for implementing next steps:

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			Spring 2022
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

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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>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>“Explore programs” page on the college website enables students to browse all programs and link to GPS program maps. First-semester templates for each GPS metamajor, used in new-student ed plan workshops offered by the counseling dept.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Develop workshops for continuing students to encourage continued program & career exploration and related education goal planning & course selection.</p> <p><i>Timeline for implementing next steps: AY 2022-23</i></p>
<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>		<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Online tutoring in key gateway courses was available during the period of remote learning through NetTutor and by Zoom appointment with campus tutors. On-campus tutoring has recently been restored and has the opportunity to expand with the March 2022 opening of the new Academic Success</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Develop retention & completion teams to identify key exit points where additional supports, interventions or program adjustments may be needed.</p> <p><i>Timeline for implementing next steps:</i></p>

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major program areas.		& Tutoring Center (ASTC) in the brand-new library building. Term, if <i>at scale</i> or <i>scaling</i> :	AY 2021 - 2022
2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
c. 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>	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Below-transfer math courses will be eliminated as of Summer 2022. Direct placement into transfer-level math courses is expected to improve first-year completion rates. Embedded or co-requisite support is available in some gateway math courses; embedded support for the gateway STEM math course has been approved for implementation in Spring 2023. The ASTC continues to exploring ways to best support students in mathematics. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> Designing the support services needed for tutoring and special services as part of the ASTC redesign and new building space. Develop messaging to incoming students, normalizing the expectation of utilizing support services. <i>Timeline for implementing next steps:</i> AY 22-23
2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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Other			
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The college has discontinued any pre-transfer level English offerings, so all incoming students have direct access to transfer-level English. The support of Teaching Apprentices is embedded in many online and in-person sections of gateway English. Co-requisite support was suspended in AY’s 2020-21 & 2021-22 as the model was deemed a mismatch to remote learning, but will again be offered in Fall 2022. A new, 5-unit version of gateway English will replace the co-req supported model in Fall 2023, pending IGETC approval.</p> <p>In addition to support models embedded in the courses, we also have online tutoring through NetTutor, by appointment with Instructional Assistants in the ASTC, and now once again as a drop-in service with the grand re-opening of the ASTC within the brand-new Library / Learning Resource Center.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Improve messaging to students about the available options to normalize the use of support services and to empower students to select the best option for their needs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>AY 2022-23</p>
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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Other			
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p>Progress to date: (2,500 character)</p> <p>See above responses 2c & 2d</p> <p>Term, if at scale or scaling:</p>	<p>Next steps: (1,000 character)</p> <p>Explore the use of the TA model in additional disciplines.</p> <p>Develop retention & completion teams to identify key exit points where additional supports, interventions or program adjustments may be needed.</p> <p>Timeline for implementing next steps:</p> <p>AY 2022-23</p>
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p>Support Needed – Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</p>
<p>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.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p>Progress to date: (2,500 character)</p> <p>The college advertises and hosts tours for its feeder schools, as well as major fairs and career fairs. In Spring 2022, the college introduced its GPS meta-majors and new online “explore programs” and program map features 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</p>	<p>Next steps: (1,000 character)</p> <p>Frame majors fair and college open house as an exploration of meta majors.</p> <p>Begin developing & making available short interview videos with discipline experts in areas of interest identified through Adult School outreach.</p> <p>Timeline for implementing next steps:</p>

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		<p>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 districts. The Guided Pathways coordination team recently began coordinating with Adult School outreach occurring in the CTE areas.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	Spring 2022 through AY 2022-23
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

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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>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The college is exploring a model of completion & retention teams to pilot in AY 22-23.</p> <p>OAR & Counseling continue to work on implementing the DegreeWorks program.</p> <p>Student Services has begun to implement Targeted Academic Assistance Program (TAAP) as an intrusive intervention to students placed on academic probation.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Identify how best to use existing resources to develop program pipeline data to inform the work of completion & retention teams.</p> <p>Continue implementation of DegreeWorks.</p> <p>Resources permitting, expand the capacity of TAAP program to reach students referred by instructors.</p> <p><i>Timeline for implementing next steps:</i></p> <p>AY 2022-23</p>								
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Students can easily see how far they have come and what they need to do to</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The GPS program maps maps available on all program web pages enable student tracking of recommended and required</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Broad and repeated communication of the availability and location of GPS program maps, to raise awareness & student utilization of these tools.</p>								

<p>complete their program.</p>	<p>Scaling in progress At scale</p>	<p>classes, including courses in the program and general education.</p> <p>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>:</p>	<p>Full implementation of DegreeWorks.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Information campaign: Spring – Fall 2022 and beyond</p> <p>Degree Works: as soon as resource allocation allows</p>
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The college is exploring a model of completion & retention teams to pilot in AY 22-23.</p> <p>Student Services has begun to implement Targeted Academic Assistance Program (TAAP) as an intrusive intervention to students placed on academic probation. However the program is not currently resourced to meet the full need.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Identify how best to use existing resources to develop program pipeline data to inform the work of completion & retention teams.</p> <p>Resources permitting, expand the capacity of TAAP program to reach students referred by instructors.</p> <p><i>Timeline for implementing next steps:</i></p> <p>AY 2022 - 2023</p>
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p>Place an X next to one: Not occurring <input checked="" type="checkbox"/> Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>We have recently developed 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).</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Finalize and publicize program map. Explore how best to communicate to students viable alternatives to Nursing, including EMT and biotechnology.</p> <p><i>Timeline for implementing next steps:</i></p> <p>AY 2022-23</p>
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p>Place an X next to one: Not occurring Not systematic <input checked="" type="checkbox"/> Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>With the completion of program maps for all programs, the college is better positioned to implement a more streamlined schedule. Discussions are underway for the development of year-long schedules to assist students in predicting their sequence of courses from one semester to the next.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Faculty and deans will meet to discuss implementation of clear, predictable course sequencing. Faculty will analyze program course lists to determine if fewer, more impactful course selections are recommended.</p> <p><i>Timeline for implementing next steps:</i></p> <p>AY 2022-2023</p>
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Regional training	On campus /individual training		
Technology	Reporting/data		
Other			

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>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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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></p> <p>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: (1,000 character)</i></p> <p>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></p> <p>Ongoing</p>								
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed - Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Instruction across programs</p>	<p><i>Place an X next to one:</i></p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>								

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>(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>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p>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>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>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></p> <p>Ongoing</p>
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>		<p>with the Academic Senate and Academic Affairs. A robust peer review process empowers discussions of teaching and learning within all disciplines. Term, if at scale or scaling: SCC has been at this point for a significant pe</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>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>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></p> <p>Ongoing</p>
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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></p> <p>Ongoing</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>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>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>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>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>review cycles as captured in the Program Review Handbook.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>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>To connect this goal to the college's equity plan to assure planning and support.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Ongoing</p>
<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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></p> <p>AY 2023-24</p>
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

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
Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data		
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<i>Place an X next to one:</i> Not occurring Not systematic <input checked="" type="checkbox"/> Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> The college will administer a campus climate survey in AY 22-23. <i>Term, if at scale or scaling:</i>	<i>Next steps: (1,000 character)</i> <i>Timeline for implementing next steps:</i> AY2022-23
4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data	<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i>

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <p>Student survey(s)</p> <p><input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s)</p> <p><input checked="" type="checkbox"/> Student focus groups</p> <p>Other:</p>
	<p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>Students are actively engaged and participate on the SCC Guided Pathways Steering Committee and we continue to work with student leadership to engage more student voices and perspectives. As we continue our implementation of GPS, provide career-oriented exploration of SCC programs through meta-majors as well as our broad promotional work, including outreach and branding, students will be instrumental in these efforts.</p>
COURSE ALIGNMENT	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p>
	<p><i>Course Alignment - Details: (1,000 character)</i></p>

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	<p>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</p>
Title:	
Follow-up Contact Person(s):	
Challenge: (1,000 character)	

Success Story: (10,000 character)

Outcomes: (1,000 character)

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

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults