



PLAN. INVEST. TRACK.

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Michael Wyly

Help

Michael Wyly

## Description

COLLEGE:

PLAN TIMEFRAME:

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:

## Project Contacts

### Point of Contact

**Dr. David Williams**  
Chief Instructional Officer  
david.williams@solano.edu  
7078647117

### Alternate Point of Contact

**Michael Wyly**  
President, Academic Senate  
michael.wyly@solano.edu

### Alternate Point of Contact

**Celia Esposito-Noy Ed.D.**  
Superintendent-President  
celia.esposito-noy@solano.edu  
707 863-7820

## Certifying Contacts

### Chancellor/President

**Celia Esposito-Noy Ed.D.**  
Superintendent-President  
celia.esposito-noy@solano.edu  
707 863-7820

### President, Academic Senate

**Michael Wyly**  
President, Academic Senate  
michael.wyly@solano.edu

## KEY ELEMENTS

SPRING 2018 -  
SUMMER 2019

FALL 2019 -  
SUMMER 2020

FALL 2020 -  
SUMMER 2021

FALL 2021 -  
SUMMER 2022

INQUIRY (1 - 3)

DESIGN (4 - 8)

IMPLEMENTATION (9 - 14)

## Inquiry

### 1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in cross-functional inquiry, we will focus on the following goals: (1) Development of links between identified metrics and IPP; (2) To integrate data gathered by the Academic Success and Tutoring Center (ASTC) on the implementation and success of TUTOR500 and MATH505, including course effectiveness in providing adequate student support, as well as best practices for how to offer the course; (3) Explore the effectiveness of consolidation and/or centralized coordination of support labs outside of ASTC, e.g. MAC (Math) and Business labs; (4) Planning for Guided Pathways Steering Committee with broad, cross-constituency representation to include review and regular application of student success metrics, including completion data. (The Guided Pathways Steering Committee will develop from our current Guided Pathways Workgroup charged jointly by the Academic Senate and the Office of the Superintendent-President, to include Academic Affairs and Student Services, with the development of this plan.)

**EXISTING EFFORTS:** (1) The college is currently developing a robust Integrated Planning Process (IPP). Central to this is the inclusion of data-informed decision-making at the

unit level, reported to and acted upon by college leadership, including usage of adopted standards (eg baseline standards), including how identified metrics inform planning for categorical funds in the funding of targeted interventions for student success. (2) Guided Pathways discussions have begun, including two college-wide workshops and the creation of a Director of Guided Pathways position, to begin Summer 2018. (3) The Distance Education Committee, a subcommittee of the Academic Senate, is working with the Academic Senate and the Office of the Superintendent-President to identify tools to implement and gather student feedback on success in DE courses, including how best to address any discrepancies in student access and success between face-to-face and online courses, including student and faculty support. (4) The Basic Skills Committee, a subcommittee of the Academic Senate, is addressing the first-year experience of our students, including placement, success, and persistence in math and English with emphasis on transfer-level access in the first-year, including faculty and staff associated with previous efforts to develop learning communities/First Year Experiences.

**MAJOR OUTCOMES:** (1) Improved Integrated Planning at the College through the documented use data to inform decisions around resource allocation at the unit level (money and personnel) and around efforts to improve student success, including categorical fund plans and spending. (2) Improved Integrated Planning through a robust and diverse

Guided Pathways Steering Committee, chaired by the Guided Pathways Director, to ensure deep and inclusive discussion. (3) Improved access to Multiple Measures and Acceleration through the analysis of first-year data, including access, success and persistence data, including compliance with AB 705 (Irwin). (4) Robust faculty and student support for online students where there are discrepancies between the modalities for student access and/or success.

## 2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in the analysis and application of shared metrics, we will focus on the following goals: (1) Support of the recommendations of the Math Taskforce, a workgroup established by the academic senate to recommend procedures, practices, and curriculum development to address directly success and equity gaps in mathematics, as well as to conform to the direction of AB 705 and Guided Pathways, including student assessment and placement, to include high school GPA and course success, as well as how to simplify the process for in-coming students; (2) Action on the items included in the Student Success, Equity and Basic Skills Integrated Plan, including the recommendations of its steering committee; (3) On-going work with discipline faculty for streamlined program planning for ADT and Certificate (CTE) completion, including how ADT program planning may inform conversations about meta-majors at the College; (4) To develop best practices for the integration of employment outcomes and any existing CTE/Perkins tracking data, where available.

**EXISTING EFFORTS:** (1) Ongoing Work of the Math Taskforce: The College has already instituted significant curricular change to increase greatly access to college composition, including a single, open-entry course in accelerated composition, co-requisite support for transfer-level composition and full integration of MMAP. To achieve similar success in mathematics, the Academic Senate appointed a Math Taskforce charged to accomplish the following charges: (A) To analyze success and completion data in mathematics, including all identified equity gaps, with the goal of increasing student success in mathematics; (B) To recommend procedures and practices to address directly success and equity gaps, as well as to conform to the direction of AB 705 and Guided Pathways, including student assessment and placement, to include high school GPA and course success, as well as how to simplify the process for in-coming students; (C) To work with the Department of Mathematics to accelerate the development of a co-requisite model for non-STEM and STEM students, to conform to AB 705 and Guided Pathways. Results include the implementation of co-requisite in mathematics (stats) for non-STEM majors to be piloted in Spring 2019 with plans for scaling in AY 2019-2020. (2) Status of SSEIP: In 2017, the College rethought its existing equity and student success committee to develop the Student Success and Equity Committee, in collaboration with academic affairs, student services, the academic senate, and the basic skills committee. The Committee worked with the Academic Senate and College Governance to vet and approve the SSEI plan. The committee continues to meet to act on the plan, as well as to continue to inform its goals through developing initiatives. (3) The College will need to continue to analyze its success data, including completion data for ADTs and certificates, to understand the impact of its current initiatives on overall student completion, including length of time to complete with the goal of increasing completion rates and reducing the time it takes to complete.

**MAJOR OUTCOMES:** (1) Improved planning for the integration of multiple measures and acceleration to the integration of mathematics co-requisites and MMAP to conform to the requirements of AB 705 and Guided Pathways, as well as to increase student access, success and persistence. (English already conforms.) (2) Improved planning for integration of multiple measures and acceleration and collaboration between student services and instruction through working with discipline faculty, counseling, student services, and high school partners to develop and implement simpler mechanisms to inform student placement into mathematics, including the use of high school course completion and overall GPA. Initial recommendations to be provided by Math Taskforce, a workgroup of the Academic Senate, in consultation with discipline faculty. (3) Ongoing planning for collaboration between student services and instruction per the Student Success, Equity and Basic Skills Integrated Plan to increase support for our most vulnerable students, including lab and instructional support in mathematics and English.

## 3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in the use of integrated planning and how planning informs guided pathways, we will focus on the following goals: (1) The continued integration of existing assessment tools, including outcomes assessment and guided pathways indicators direct meaningful resource allocation, including on-going, periodic summits of faculty, staff, and administration to address how best to connect college assessment and planning apparatuses (e.g. outcomes assessments, program reviews) to the Education Master Plan/CCCCO Vision, among others; (2) the direction of the Guided Pathways steering committee to engage in campus outreach to engage discipline faculty in outcomes-based planning for program mapping, meta-majors, and, where needed, curriculum design based on current access and completion data, including equity gaps; (3) to work with the Student Success and Equity committee to act on recommendations of the Student Success, Equity and Basic Skills plan to connect wrap-around support to student success in collaboration with Student Services, Counseling, and the Dean of Student Success and Academic Support; (4) (4) the Steering Committee will need to consider how and where to connect Guided Pathways planning to existing Strong Workforce Planning.

**EXISTING EFFORTS:** (1) The continued development of Integrated Planning to direct meaningful resource allocation includes on-going, periodic summits of faculty, staff, and administration to address how best to connect college assessment and planning apparatuses (e.g. outcomes assessments, program reviews) to the Education Master Plan, among others. To date, Solano Community College has held several well attended summits and workgroup meetings, including during the 2016-2017 and 2017-2018 Ays. (2) Local hiring prioritization procedures through the Academic Senate, as well as the position of Pathways Director, and the on-going Student Success, Equity, and Basic Skills Initiative Plan play essential roles in informing integrated planning and resource allocation, as will this Guided Pathways plan. (3) Direction of the Guided Pathways steering committee to engage in campus outreach to engage discipline faculty in planning for program mapping, meta-majors, and where needed curriculum design (e.g. co-requisite design in mathematics as recommended by the Math Taskforce, a workgroup of the Academic Senate); (4) On-going connection of wrap-around support to student success in collaboration with Student Services, Counseling, and the Dean of Student Success and Academic Support, including where best to continue practices established under the Basic Skills Transformation Grant, such as the Teaching Apprentice program. (5) Initiate collaboration with Strong Workforce Planning workgroup.

**MAJOR OUTCOMES:** (1) Improved integrated planning as the College makes improved use of assessment data to inform resource allocation, including SSEI planning and hiring prioritization processes based on program review data and unit updates. (2) Improved catalog and program clarity as the Guided Pathways Steering Committee designates discipline workgroups in collaboration with discipline faculty to develop and make available program maps, as well as to explore meta-majors, and improved general education tracks. (3) Improved support for multiple measures and acceleration, as well as an improved connection between instruction and student services, including on-going SSEI planning and associated wrap-around services to support students in math and English, including co-requisite support, labs and embedded tutoring and/or Teaching Apprentices.

## Design

### 4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

**CURRENT SCALE OF ADOPTION:** Pre-adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in inclusive decision-making structures, we will focus on the following goals: (1) the identification of membership of the Guided Pathways steering committee, as recommended by the current task force, in consultation with the academic senate and administration; (2) the development of Director of Guided Pathways position, a three-year position charged with scaling guided pathways at the College; (3) the alignment of faculty coordinator positions with Guided Pathways in consultation with the Academic Senate, as well as to conform to outcomes of the Student Success, Equity and Basic Skills Integrated Plan; (4) scheduled, periodic updates and vetting of Guided Pathways implementation, including Academic Senate and College Governance Council; (5) integration of solicited cross-constituency input gathered at Guided Pathways on-campus summits in AY 2017-2018.

**EXISTING EFFORTS:** (1) In January 2018, the Academic Senate and Academic Affairs held a joint session which included senators, deans and faculty coordinators/chairs, to

initiate cross-discipline conversations on the subject of guided pathways to discuss actively the following items: (A) how best to connect student services to the classroom; (B) how best to connect discipline faculty to formative conversations re: GP; (C) the development of a steering committee, or taskforce, charged with developing the Guided Pathways Plan. These conversations were continuations of those held in Fall 2017 in cooperation with ASCCC President Julie Bruno and retired Vice-Chancellor Pam Walker as facilitators. Charts and notes of both presentations inform the work of the Guided Pathways workgroup, including the composition of this document. (2) One outcome of the January 2018 flex activity is the development of the GP Planning Workgroup, appointed by the Academic Senate and Academic Affairs, which held its first meeting on February 9, 2018. Additional charges to this taskforce include to begin outreach work through the development of multi-discipline groups to develop better program sequences for program completion, as well as to explore meta-majors at SCC. The current plan is to initiate work with discipline faculty to include ADTs and CTE programs. (3) Guided Pathways is a standing report item for the Academic Senate and College Governance Council to maximize opportunities for inclusive information sharing, input, and informed action by participatory governance bodies. (4) The development and alignment of the following positions is underway: Director of Guided Pathways; faculty coordinator of Diversity and Equity Coordinator (formally Basic Skills Coordinator and an on-going subcommittee chair of the Academic Senate), and faculty coordinator of First-Year Experience, to align with the Student Success, Equity and Basic Skills Integrated Plan. Leadership positions defined and put in place, to possibly include faculty coordinators in equity and basic skills and an FYE coordinator, and the addition of the Director of Pathways.

**MAJOR OUTCOMES:** (1) Improved integrated planning and collaboration between student services and instruction through the development of the Guided Pathways plan by the assigned workgroup as well as the development of the permanent steering committee, to include new administrative and faculty coordinator positions. (2) Improved integrated planning, catalog and program clarity, and collaboration between student services and instruction through inclusive campus outreach, with an emphasis on the inclusion of discipline faculty and counseling to develop better program sequences for program completion, as well as to explore meta-majors at the College, to include ADTs and CTE programs. (3) Work with the Academic Senate and its existing subcommittee on Basic Skills, as well as the Student Success and Equity Committee, to align the charges/work of these committees with the implementation of Guided Pathways, including this plan. (4) The hiring of a Director of Guided Pathways, and the faculty coordinator positions for Equity and Diversity and First-Year Experience. (5) Regular reports on Guided Pathways, including the periodic update of the Guided Pathways plan to document progress and/or new/ revised goals.

### 5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in intersegmental alignment, we will focus on the following goals: (1) Systematic sharing of articulation agreements and models for other areas to use; (2) increased collaboration with K-12 and industry partners; (3) active use of existing, senate-approved processes for development and maintenance of high school articulation agreements; support of expanded, new opportunities for dual enrollment, including CCAP per AB 288 (Block); (4) the development of multi-discipline groups to develop better program sequences for program completion, as well as to explore meta-majors ADTs and CTE programs.

**EXISTING EFFORTS:** (1) Clarification of high school articulation procedures and on-going maintenance of articulation agreements occurred in collaboration between the

Academic Senate, its Curriculum Committee, and Academic Affairs, as part of periodic revision of our local Curriculum Handbook in AY 2016-2017. These procedures and associated forms, rubrics, and areas of responsibility should enhance communications and relationships with high school partners, including local high school districts with pathway-like programs, such as the academies of Vallejo City Unified School District. Programs may be modeled on successful pathways programs at the College, including Law School Pathways and Biotech Pathways, both of which extend into 4+ year degree opportunities. (2) Ongoing development of stronger ties with local high school partners, to include on-going efforts to develop more robust summer-bridge programs to connect high school graduates to college programs; (3) The college has worked effectively to pilot dual enrollment opportunities, in collaboration with the academic senate, including current work with Academic Affairs to explore new avenues for dual enrollment under CCAP; (4) Continued support for the annual high school counselor conference to include updates on guided pathway opportunities at the College, including increased access to transfer-level composition and math sequences through MMAP's use of high school transcript data.

**MAJOR OUTCOMES:** (1) Improved catalog and program clarity and collaboration between student services and instruction through the on-going implementation of high school articulation procedures as captured in the curriculum handbook. (2) Improved access to the college, including program and catalog clarity, and collaboration between student services and instruction to establish Dual Enrollment/CCAP opportunities for Public Safety courses with Fairfield-Suisun Unified School District. (3) Improved program and catalog clarity, collaboration between student services and instruction, and access to transfer-level courses through multiple measures and acceleration through active information sharing by Academic Affairs and Student Services at the annual counselor conference.

### 6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

**CURRENT SCALE OF ADOPTION:** Pre-adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in guided major and career exploration, we will focus on the following goals: (1) Exploration of the development of a counseling course to provide increased self-awareness and direction for in-coming students; (2) Explore and develop a stronger and more user-intuitive design of the application and incoming-student experience,

including how to provide better program/discipline specific direction, including the integration of meta-majors as they develop; (3) Planning for the first year experience to include core, skill-based transfer-level courses (e.g. English composition and statistics), as well as discipline-specific courses to provide context for required skills, as well as to create student excitement in the discipline/major/meta-major.

**EXISTING EFFORTS:** (1) The Basics Skills committee, a subcommittee of the academic senate, has begun to explore how best to connect counseling to the student

experience, including the possibility of a counseling class; COUNS 005 is one possible model. (2) Implementation of Degree-Works has begun, as well as the exploration of a more robust SARS system and faculty training, the latter as part of the Student Success, Equity and Basic Skills Integrated Plan (2017). (3) Development of FYE Coordinator position as part of the Student Success, Equity and Basic Skills Integrated Plan (2017) as well as active discussions of how best to support this proposal in conjunction with existing coordinator positions and the proposed Director of Guided Pathways position. An FYE workgroup is already formed, and had begun meeting; one charge of the coordinator would be to co-align the outcomes of the meeting with the work of the Guided Pathways Steering Committee. (4) The college has already implemented a co-requisite model and MMAP for composition, and a Math Taskforce is currently planning a spring 2019 pilot for similar approach to mathematics (statistics), as well as exploring how best to serve STEM majors. Both efforts would inform first-year experience planning.

**MAJOR OUTCOMES:** (1) Improved collaboration between student services and instruction, catalog and program clarity, and access through acceleration and multiple measures through focused inquiry on the design of the student experience as they prepare to enroll at SCC to provide a more predictable and easier to navigate experience, enabled by the programmatic pathways and/or meta-majors. (2) Improved integrated planning, collaboration between student services and instruction, catalog and program clarity, and access through acceleration and multiple measures through the development of the first year experience for students to include core math and English requirements coupled with major exploration (meta-majors), in collaboration with the Guided Pathways Steering Committee, the FYE workgroup, Curriculum, and Academic Affairs.

## 7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in improved basic skills, we will focus on the following goals: (1) the support of the recommendations, including curricular recommendations in consultation with discipline faculty, of the senate-appointed Mathematics Taskforce; (2) to act on baseline indicators and revealed equity gaps through targeted support mechanisms as identified in the Student Success, Equity, and Basic Skills Integrated Plan and the Basic Skills Transformation Grant, as well as the recommendations of the Basic Skills Committee, a subcommittee of the Academic Senate, and the Student Success and Equity Committee, including targeted support in the form of embedded tutoring/supplemental instruction and the Teaching Apprentice program.

**EXISTING EFFORTS:** (1) The mathematics taskforce and mathematics faculty have developed a co-requisite pilot for statistics to comment in spring 2019 with the intent of scaling in subsequent semesters. In addition, the current charges of the Mathematics Taskforce are: A. To analyze success and completion data in mathematics, including all identified equity gaps, with the goal of increasing student success in mathematics. These analyses should include a broad understanding of how success and equity gaps in mathematics affect student completion rates at the College, including College equity gaps. B. To recommend to the Department of Mathematics procedures and practices to address directly success and equity gaps, as well as to conform to the direction of AB 705 and Guided Pathways, including student assessment and placement, to include high school GPA and course success, as well as how to simplify the process for in-coming students. C. To work with the Department of Mathematics to accelerate the development of a co-requisite model for non-STEM and STEM students, to conform to AB 705 and Guided Pathways. D. To recommend practices (e.g. outcome assessment) for mathematics to develop a common set of expectations to address the disparate success of students across multiple sections of the same course in the discipline. E. To make recommendations to the Academic Senate, as needed. (2) The composition sequence at the College has already been heavily reformed, and is a leader in the state, including placement reform, accelerated open-access developmental course, and co-requisite support for transfer-level composition. (3) The Basic Skills Transformation Grant received by the college has resulted in work on multiple measures placement in mathematics, and the integration of Teaching Apprentices into mathematics and English accelerated and co-requisite, transfer-level classes for additional student support with a focus on both completion and persistence.

**MAJOR OUTCOMES:** (1) Improved access to transfer-level courses in mathematics and English through multiple measures and acceleration to have at least 75% of all students placed immediately into transfer-level English and Math by fall 2019. (2) Improved multiple measures and acceleration through improved success rates in developmental math courses with a goal of 50%.

## 8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in clear program requirements, we will focus on the following goals: (1) Review of scheduling practices including how best to address students' needs; (2) Consider discipline-specific or like-discipline work groups for major and meta-major development, to include coordination with transfer and workforce partners, including the eventual exploration of GE pathway design; (3) Review and improve how to make available to students what we offer, now and in the future; (4) Provide adequate and timely support via student services, including just-in-time support.

**EXISTING EFFORTS:** (1) Implementation of Degree-Works has begun, as well as the exploration of a more robust SARS system and faculty training, the latter as part of the Student Success, Equity and Basic Skills Integrated Plan (2017). (2) Creation of degree/certificate "maps" clearly outlining course sequencing and fewer elective choices, based on the forthcoming development of multi-discipline groups to develop better program sequences for program completion, as well as to explore meta-majors at SCC. The current plan is to initiate work with discipline faculty to include ADTs and CTE programs.

**MAJOR OUTCOMES:** (1) Improved collaboration between student services and instruction, catalog and program clarity, and access through acceleration and multiple measures through focused inquiry on the design of the student experience as they prepare to enroll at SCC to provide a more predictable and easier to navigate experience, enabled by the programmatic pathways and/or meta-majors. (2) Improved collaboration between student services and instruction and catalog and program clarity through the launch of DegreeWorks and its usage by all students and counselors. (3) Improved integrated planning, catalog and program clarity, and collaboration between student services and instruction through inclusive campus outreach, with an emphasis on the inclusion of discipline faculty and counseling to develop better program sequences for program completion, as well as to explore meta-majors at the College, to include ADTs and CTE programs. Each ADT Degree and CTE Certificate has a course "map" to guide students in their course selection. Maps are posted on the website and included in the 2019-2020 Catalog. (4) Improved program and catalog clarity, collaboration between student services and instruction, and access to transfer-level courses through multiple measures and acceleration through active information sharing by Academic Affairs and Student Services at the annual counselor conference.

## Implementation

### 9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1) multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in proactive and integrated student supports, we will focus on the following goals: (1) Planning for the integration of Starfish services; (2) Increased collaboration between all tutoring services.

**EXISTING EFFORTS:** (1) Solano College provides tutoring through our Academic Success and Tutoring Center and Math Activity Center. In addition to general tutoring, faculty use embedded tutors to increase available student support in and out of the classroom. Also, the use of Teaching Apprentices, professionals with a Bachelors, as part of the Basic Skills Transformation Grant, provides additional co-requisite and basic skills support to increase success and persistence in college-level courses. (2) Umoja Program, Puente, Veterans, EOPS, and Mesa-Trio are designed programs that incorporate support for students in a safe-zoned environment. Additional support in these safe zoned environments comes by way of usage: computer, printing, tutoring, and counseling. (3) DSP collaboration occurs for tests and other accommodation needs. (4) Early Alert workgroup has formed and is discussing purchase and implementation of StarFish, per the Student Success, Equity and Basic Skills Integrated Plan. (5) The Distance Education Committee, a subcommittee of the Academic Senate, increased FLEX offerings on using Canvas for support in face-to-face courses.

**MAJOR OUTCOMES:** (1) Increased collaboration between student services and instruction through ongoing discussions between all tutoring services and locations, to include data review and robust tutor training. (2) Increased collaboration between student services and instruction through the full implementation of Starfish Early Alert, per the Student Success, Equity and Basic Skills Integrated Plan, is fully implemented, and faculty are fully trained in its use. (3) Students in Umoja, Puente, and Mesa-Trio exhibit greater retention, persistence, and success than non-cohort students.

### 10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in integrated technology infrastructure, we will focus on the following goals: (1) Planning for the integration of Starfish services; (2) Increased training in the usage of Canvas; (3) Full implementation of DegreeWorks; (4) Mapping of programs posted on website and included in 2019-2020 catalog.

**EXISTING EFFORTS:** (1) Implementation of Degree-Works has begun, as well as the exploration of a more robust SARS system and faculty training, the latter as part of the Student Success, Equity and Basic Skills Integrated Plan (2017). (2) Early Alert workgroup has formed and is discussing purchase and implementation of StarFish, per the Student Success, Equity and Basic Skills Integrated Plan. (3) The Distance Education Committee, a subcommittee of the Academic Senate, increased FLEX offerings on using Canvas for support in face-to-face courses.

**MAJOR OUTCOMES:** (1) Increased collaboration between student services and instruction through the full implementation of Starfish Early Alert, per the Student Success, Equity and Basic Skills Integrated Plan, is fully implemented, and faculty are fully trained in its use. (2) Increased support for instruction, including collaboration between student services and instruction and multiple measures and acceleration, through the continuation of training and support by the Distance Education Committee, a subcommittee of the Academic Senate, for online, hybrid, and face-to-face courses. (3) Improved collaboration between student services and instruction and catalog and program clarity through the launch of DegreeWorks and its usage by all students and counselors. (4) Improved catalog and program clarity through the development of a map to guide students for each ADT Degree and CTE Certificate, to be posted on the website and included in the 2019-2020 Catalog.

### 11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

**CURRENT SCALE OF ADOPTION:**

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1)

multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To increase scale of adoption in strategic professional development, we will focus on the following goal: (1) Crossing academic and non-academic professional development to faculty and student support services (e.g. counseling) to better equip faculty to advise students; (2) on-going training for faculty for Canvas support in online, hybrid, and face-to-face courses; (3) on-going training opportunities during flex-days to focus on student success and how best to support students.

**EXISTING EFFORTS:** (1) The Distance Education Committee, a subcommittee of the Academic Senate, has increased its FLEX offerings on using Canvas for face-to-face courses, as well as providing multiple FLEX classes on course development and best practices for online instruction. (2) The Basic Skills Committee, a subcommittee of the Academic Senate, offers widely attended half-day retreats each semester which a focus on student success and student support, including equity, access and student disenfranchisement. (3) The Academic Senate developed a robust process for professional development and flexible calendar planning in cooperation with the Office of the Superintendent-President. (4) The Faculty Development and Flexible Calendar, a subcommittee of the Academic Senate, is charged with the promotion of professional development opportunities for faculty and staff to broaden their knowledge, expand their skills, and enhance their abilities to benefit the students, the college, as well as the greater community including developing and implementing the Flexible Calendar plan.

**MAJOR OUTCOMES:** (1) Increased collaboration between student services and instruction through maintaining an ongoing focus on diverse professional development opportunities on campus, as well as through peer-vetted professional development funds. (2) Increased collaboration between student services and instruction through maintaining an on-going support for participation of campus leadership in state-wide professional development opportunities, including CAP, IEPI and ASCCC. Forthcoming events include IEPI Advanced Pathways, the ASCCC Guided Pathways Regional (North), participation/local leadership for CAP trainings.

### 12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

**CURRENT SCALE OF ADOPTION:** Full Scale

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1) multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To maintain full-implementation of aligned learning outcomes, we will focus on the following goals: (1) Ongoing review of program learning outcomes using recently imported outcomes into Curricunet META to use outcomes assessment to inform proposed changes to curriculum and student support, including course sequencing; (2) work to the Academic Senate to develop connections between academic program reviews, including assessment, and student persistence and program completion.

**EXISTING EFFORTS:** (1) The College has already migrated over 90% of its courses into Curricunet META, in part to connect curriculum, student learning outcomes assessment (SLO, PLO, GELO, ILO), and program review. (2) Curriculum and Assessment modules are active and nearly complete (as greater than 90% of all courses are imported into the new management program), and the Assessment Committee, a subcommittee of the Academic Senate, is working with faculty, the Academic Senate, and the Curriculum Committee, to streamline the process to bring all remaining courses into Curricunet META, to achieve 100%. (3) The Academic Program Review Committee, a subcommittee of the Academic Senate, is working with the service provider, GoverNet, to design and implement a Program Review module to be added to Curricunet META where Curriculum and Outcome Assessment is already managed.

**MAJOR OUTCOMES:** (1) Increased catalog and program clarity through the migration of 100% of courses and programs into the new management system, Curricunet META. (2) Increased catalog and program clarity and integrated planning through the development of the Program Review Module in Curricunet META by the Academic Program Review Committee.

### 13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1) multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To maintain full-implementation of aligned learning outcomes, we will focus on the following goals: (1) to bring implementation of new curriculum and assessment management system to 100%; (2) to better integrate assessment, including program review, into integrated planning; (3) to connect local efforts to the metrics from the CCCCO related to the Chancellor's Vision, where appropriate.

**EXISTING EFFORTS:** (1) The College has worked to wholly implement its new curriculum and assessment management system in Curricunet META, and has already migrated over 90% of its courses, in part to connect curriculum, student learning outcomes assessment (SLO, PLO, GELO, ILO), and program review (which is forthcoming; see below). (2) Curriculum and Assessment modules are active and nearly complete (as greater than 90% of all courses are imported into the new management program), and the Assessment Committee, a subcommittee of the Academic Senate, is working with faculty, the Academic Senate, and the Curriculum Committee, to streamline the process to bring all remaining courses into Curricunet META, to achieve 100%. (3) The Academic Program Review Committee, a standing committee of the academic senate, is in process of designing the program review module. The Steering Committee will work with the college community to connect more clearly programmatic assessment with completion and/or placement data, including transfer. These efforts will likely include new metrics from the CCCCO related to the CCCCO Vision, which will also inform a forthcoming, revised EMP.

**MAJOR OUTCOMES:** (1) Increased catalog and program clarity through the migration of 100% of courses and programs into the new management system, Curricunet META. (2) Increased catalog and program clarity and integrated planning through the development of the Program Review Module in Curricunet META by the Academic Program Review Committee. (3) Increased integrated planning through the connection of assessment and documented learning to planning, including the Education Master Plan, resource allocation, including categorical funding, and program/curricular changes, or other meaningful change.

### 14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** At SCC, we have determined four strategic themes to address and connect progress across all fourteen indicators in our pathways implementation: (1) multiple measures and acceleration, (2) integrated planning, (3) catalog and program clarity, and (4) collaboration between student services and instruction. To improve implementation of applied learning outcomes, we will focus on the following goals: (1) the increase of support for and student access to internship opportunities; (2) the increase of the presence of the Career Center for students enrolled in First Year Experience programs.

**EXISTING EFFORTS:** (1) Occupational Education is already in place at the College, and has the capacity to support the College as a whole. (2) The College is exploring potential integration/partnerships with the Career Center. (3) The College is looking to CTE programs to develop models for cohesive implementation and labor market support.

**MAJOR OUTCOMES:** (1) Increased catalog and program clarity through the development of opportunities for internships which are integrated into all CTE programs and some ADTS (2) Increased collaboration between student services and instruction through a significant increase in presence of the Career Center in any First Year Experience courses/program.

## Performance Indicators

### PARTICIPATION

#### KEY PERFORMANCE INDICATORS

#### CURRENT KPI DATA

Average number of credits attempted in year one

19.02789518

Average number of degree-applicable credits attempted in year one

16.28575641

## KEY PERFORMANCE INDICATORS

## CURRENT KPI DATA

---

College-level course success rate	0.734474
Full-time students	772
Number of students	2163
Persisted from term one to term two	1424

---

**TRANSFERRABLE MATH & ENGLISH COMPLETION**

## KEY PERFORMANCE INDICATORS

## CURRENT KPI DATA

---

Successfully completed both transfer-level English and math in year one	259
Successfully completed transfer-level English in year one	663
Successfully completed transfer-level math in year one	349

---

**FIRST TERM MOMENTUM**

## KEY PERFORMANCE INDICATORS

## CURRENT KPI DATA

---

Attempted 15+ college credits in first term	224
Successfully earned 12+ college credits in first term	266
Successfully earned 15+ college credits in first term	66
Successfully earned 6+ college credits in first term	893

---

## Budget Totals

### Total Budget

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$70,000	31.21%
2000 - Non-Instructional Salaries	\$89,708	39.99%
3000 - Employee Benefits	\$7,177	3.2%
3000 - Employee Benefits	\$5,600	2.5%
4000 - Supplies and Materials	\$6,500	2.9%
5000 - Other Operating Expenses and Services	\$40,000	17.83%
5000 - Other Operating Expenses and Services	\$5,317	2.37%
	\$	

## Efforts & Support

EFFORTS:

CHANCELLOR'S OFFICE SUPPORT:

## Certification

~~BRANDEN J. CRESWELL~~ SENATE

~~Branden J. Cresswell~~ - Noy Ed.D.  
 Supervisor, Board of Presidents Committee  
 branden.j.cresswell@nova.edu  
 707 863-7820

**APPROVED**

Mar 30, 2018





2018 © California Community Colleges  
NOVA Site Version: 3.2.3

