GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
				Scale of Adoption	
Inquiry	1. Cross-Functional Inquiry			X	
Inquiry	2. Shared Metrics			X	
Inquiry	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures	X			
Design	5. Intersegmental Alignment			X	
Design	6. Guided Major and Career Exploration Opportunities	X			
Design	7. Improved Basic Skills			X	
Design	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
Implementation	10. Integrated Technology Infrastructure		X		
Implementation	11. Strategic Professional Development			X	
Implementation	12. Aligned Learning Outcomes				X
Implementation	13. Assessing and Documenting Learning			X	
Implementation	14. Applied Learning Opportunities		X		
Overall Self-Assessment			X		

Self-Assessment Items

<table>
<tr>
<td colspan="5">INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</td>
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<tr>
<td rowspan="2">KEY ELEMENT</td>
<td colspan="4">SCALE OF ADOPTION</td>
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<tr>
<td>Pre-Adoption</td>
<td>Early Adoption</td>
<td>Scaling in Progress</td>
<td>Full Scale</td>
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<td>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.</td>
<td>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</td>
<td>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.

Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</td>
<td>● Inquiry is happening in cross- functional teams that include faculty, staff and administrators.

Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).

Guided pathways are consistently a topic of discussion.</td>
<td>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.

Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.

Research on student success and equity are systematically included and focused on closing the equity gap(s).

Guided Pathways are consistently a topic of discussion.</td>
</tr>
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Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** Solano College has engaged in cross-functional inquiry in a number of areas related to student success. Workgroups made of faculty and administrators developed both institution-set standards and IEPI aspirational goals for multiple metrics of student success, and these are annually reviewed and evaluated to inform resource allocations and upcoming College goals. However, more work can be done in this area, including involving students in the process of evaluation and assessment of metrics. College-wide discussion of Guided Pathways is in the beginning stages.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** On November 20, 2017, the president of the Academic Senate and the Vice President of Academic Affairs hosted a "Guided Pathways Summit" with outside facilitation by former CCC Executive Vice Chancellor for Academic Affairs Pam Walker and state Academic Senate President Julie Bruno. Attended by 50 (?) faculty, staff, students, and administrators, the summit was an effective kick-off to the College's planning efforts. As a part of this summit, the Dean of Institutional Effectiveness presented several key data points highlighting student performance gaps that could potentially be addressed via a Guided Pathways improvement model.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** Some student support areas, like tutoring, do not systematically collect or analyze data related to student success or use data for resource allocation requests or future planning. A set of standard data questions needs to be developed for all areas, and the College Governance Committee needs to receive at least year-end reports for these areas.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
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.	○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.	○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	● College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** The College uses metrics, including IEPI and Institution-Set Standards, as well as equity data and identified equity gaps, to inform decision-making and planning. Too, the College uses outcome assessment to inform many of its processes, including some resource allocation and hiring prioritization. However, the College has room for improvement in addressing disproportionate impact across all disciplines which affect student completion. The College can improve on how we assess our initial plans, including how we document assessment as well as how assessment of current practice informs future planning.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** One recent accomplishment of the College is the most recent Student Success and Equity Integrated Plan (SSEIP) approved by the Trustees in the 2017 fall term for submission to the CCCCO. As a single plan, its composition began with an assessment of past progress on prior SSSP and Equity Plans, including where those plans fell short of their stated goals. This new plan coincided with the hiring of a new administrative position, Dean of Academic and Student Success. Through this position, the administration worked with the Academic Senate and its Basic Skills subcommittee to establish a standing committee charged with developing the SSEIP for campus-wide vetting, including participatory governance structures and student representatives. The SSEIP includes clear goals, as well as approved initiatives to be funded by the College, including relevant categorical funding. Looking ahead, the College intends to review and assess the plan, including its initiatives through its participatory governance bodies, including the SSEIP Committee and College Governance Committee.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** One barrier is the constructive interventions into programs or disciplines where student success falls below baseline indicators and/or where our equity gaps are most pronounced. Where discipline faculty may benefit from resources to benefit students, including categorical resources for this purpose, some discipline faculty see potential solutions as a lowering of standards instead of an increase to support services. This debate is most pronounced in Mathematics around conversations of equity and placement as well as acceleration and basic skills support, including co-requisite models. Recent strides toward developing these conversations include a senate-appointed taskforce to look at mathematics placement, including multiple measures and high school data, placement and course access, course retention and course success, as well as course standards through outcome assessment.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
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 such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes	○ College is currently not integrating or planning to integrate planning in the next few months.	● Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

| | | | beginning to routinely inform and engage their constituents around integrated planning. | overarching strategies across the main college initiatives.

Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.

College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts. |
|---|---|---|---|---|
| and Transformation Program (BSI/BSSOT)
• Equity Planning (Student Equity/SE)
• Strong Workforce Program (SWF) | | | | |

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** While the College has made some progress in this area, we will need to do more. For example, the efforts of our Basic Skills Committee and SSSP/Equity Committee were previously disjointed, so a combination committee was formed, the SSEI (Student Success and Equity Integrated Committee). This committee is charged with integrating and aligning the sometimes disparate student support efforts across campus, including prioritizing and allocating funding. However, the College has not yet integrated these efforts into a Guided Pathways approach at the institutional level during resource allocation decisions.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The College is focused on integrated planning and identified this in the recent accreditation self-study Quality Focus Essay as one area of improvement. The faculty prioritization process is one College practice that follows an integrated planning approach, as faculty needs are identified in departmental Program Reviews and addressed each fall by the Academic Senate and College leadership. This

follows a well-thought-out and documented process, so the College expects to replicate this in other areas of planning and resource allocation.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** Integrating the complicated work from #1 above with Strong Workforce funding decisions may be challenge at the College, as these areas have not previously interacted on an official level.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
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.	● College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.	○ Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** While the College has held initial conversations regarding its desire to develop a Guided Pathways model, to date, these conversations have involved initial planning discussions only. These efforts include robust discussions in the Academic Senate and College Governance, as well as a Guided Pathways Summit for faculty, staff, students and administration, co-facilitated by former Executive Vice-Chancellor of the CCCCO and the current ASCCC President, in cooperation with the Superintendent-President, the Vice-President of Academic Affairs, and the Academic Senate President.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The College has discussed next steps, including a Guided Pathways follow-up at the joint Senate and Academic Affairs meeting at Flex in Jan 2018 and the development of a Guided Pathways steering committee. Looking ahead, the College intends to support outreach by the Academic Deans to work with faculty to develop drafts of pathway models to inform the future steering committee, including the possible identification of meta-majors, in collaboration with Academic Affairs and discipline faculty.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** One key challenge to the development of cross-functional teams will be the on-going need to develop better bridges between Student Services and Academic Affairs, including student placement, the development of education plans and student support. In addition, we will need to develop how Guided Pathways planning is to be complimented by enrollment management, including scheduling, to meet the needs of our diverse student body.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

	DESIGN (4-8)			
	Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.			
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	● Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** There is some coordination with K-12, 4-year, and industry partners, but it is not yet widespread, systematic, or targeted. Numerous grants, including a CCPT grant to implement pathways from the Vallejo Joint Unified School District, and other partnerships were developed out of thorough vetting processes but implementation has been problematic leading to large amounts of funding being underspent.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The College's CTE programs conduct yearly advisory board meetings. Several programs have established articulation agreements with feeder high schools, particularly in the biotechnology and computer science/graphic arts areas.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** As with most new approaches, the College is cautious about exceeding its capacity; in the past, we have not been able to deliver on promised outcomes. An institutional commitment to Guided Pathways should be helpful in directing the College toward better participation in these partnerships.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	● College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** The College is still developing how best to engage in cross-campus conversations to connect students to major and career exploration early in the college experience.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** To date, the approach has been discussed actively by the Academic Senate, the Academic Deans, and at College Governance, including student representatives. Too, how the College might approach meta-majors was one topic of the Guided Pathways Summit, an initial planning meeting for faculty, staff, students and administration which was co-facilitated by the former Executive Vice-Chancellor of the CCCCO and the current ASCCC President. At the moment, the College is looking at the development of a Pathways Steering Committee to guide many of the initial efforts, including how to engage cross-campus conversations, for the spring 2018 term.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** One key challenge for the College will be how to best include (or not include) all of the diverse course offerings and programs currently offered to our student body. As we work to streamline the student experience at the College, we will need to develop a collective awareness, driven by procedures, of the difference(s) between versatile course offerings and too many course offerings, as well as how best to communicate to our students their intended pathways in both student services and the classroom. These discussions and scheduling decisions will need to involve discipline faculty and their respective deans. General Education offerings may also be a challenge, as there are currently many choices for the same GE categories; as such, how and where to include our Curriculum Committee will be a future priority.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.	● College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.			

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** The College has implemented a couple of key strategies in this area, including using multiple measures for placement in English and Math, but others are still in the pilot stage. Decisions are evidence-based in a number of areas, and the College is in the early stages of using Guided Pathways as a model moving forward.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The English department has recently completed a data-driven restructuring of course sequencing and co-requisite support classes, leading to an increase in the number of students who place directly into college-level English. Along with implementing multiple measures assessment, this has resulted in increased student success in a shorter sequence. We are currently looking at implementing similar efforts in the Math department.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** Student success has remained relatively constant over a number of years, despite several initiatives and promising pedagogical approaches. Professional development will be helpful in exposing more faculty to Guided Pathways models.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* 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	○ College is currently not providing or planning to provide clear program requirements for students.	● Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

completion and enhanced access to relevant transfer and career outcomes).				

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** While the College benefits from work on course progression in some disciplines, this work has been accomplished in discipline-specific silos with varying degrees of support (e.g. administrative, student services), instead of a college-wide, cross-disciplinary approach.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The College has accomplished significant work with respect to scheduling and enrollment management, including the development of anchor points (i.e. block scheduling) to equip a student to enroll in more courses, more easily, as well as tighter control over numbers of sections (e.g. to increase fill rates). At the Centers (most notably, Vacaville), this work has involved faculty of diverse disciplines with some regularity, including the availability of core courses in math and English, alongside of those majors/disciplines available to Center students, including preparatory courses for our Baccalaureate in Biomanufacturing. Finally, access to transfer-level English has already been wholly transformed through the adoption of multiple-measures for student placement, including high school data, as well as a successful co-requisite model. While we have significant work to accomplish in Mathematics, a taskforce has already been charged with exploring how to best address equity disparity in placement and success to conform to AB 705. Additionally, a pilot co-requisite for a stats pathway is in the works for AY 2018-19.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** Significantly, the College does not yet communicate clearly to all students required course progressions to inform completion planning. On the main campus where GE courses are more plentiful, cross-disciplinary conversations have not yet occurred. Similar to challenges cited in response to Element Six, we will need to develop an awareness of the difference between versatile course offerings and too many, as well as how best to communicate to our students their intended pathways. General Education offerings may also be a challenge, as there are currently many choices for the same GE categories; as such, how and where to include our Curriculum Committee will be an importance consideration. Our priority (and challenge) will then need to be how best to engage cross-disciplinary conversations, including student services, to identify and pursue course progression planning across all disciplines.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* 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.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	● The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and	○ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** The College has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. This is a particular focus and interest of the College, and discussions are underway to provide an integrated approach to student support.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The College will soon be implementing Starfish "early alert" system as a way for instructional faculty to alert student services personnel of students who are struggling in class. Additionally, a new committee, the Student Success & Equity Integrated Committee, has gathered together faculty and staff from previously disparate committees, including Basic Skills, to address such an integration.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** Implementing Starfish will necessarily involve encouraging faculty to take advantage of it. This program will need to be advertised broadly and feedback will need to be provided to faculty. Additionally, data on the types of student supports requested will be essential in developing this support service.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* 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 including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress	○ College currently does not have or plan to build an integrated technology infrastructure.	● The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes**:** career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

(e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**   The College has the technological tools to provide student, instructor and counseling support, including Degree Works, wait-listing in Banner, and the onboarding of Starfish as part of the Student Success and Equity Integration Plan (SSEIP). However, these tools are not used cohesively or consistently to provide better planning and support services.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**   In part due to advisory board requirements for CTE and CTE-transfer programs, and, in part due to our robust Academic Program Review procedure which includes a two-year streamlined template for CTE programs, CTE programs at the College are tied to regional labor-force data. Too, some programs work toward job placement through enhanced relationships with local industry, e.g. Nursing and Biotechnology/Biomanufacturing. And, scheduling and enrollment management take into account course sequencing through consultation with discipline faculty and student demand via waitlist analysis.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**   How best to fashion a cohesive and consistent approach which co-aligns these resources remains a core challenge: the College needs to develop clear procedures, staff and counseling support, and a better integration of the waitlist and just-in-time support services, such as those made available by Starfish, as well as robust professional development for the campus community in how to use these tools to support student learning and completion.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**   N/A

	IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.			
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* 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.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	● Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to

			staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	support/improve teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support

				academic programs and student services.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** Professional development at the College is consistently offered to faculty and staff, and certain professional development activities are aligned with the College's strategic goals and values, but there is not a systematic plan for supporting the College's Guided Pathways. Nonetheless, because the professional development committee is so responsive to faculty and staff requests, the College is well-positioned to take this element to Full Scale.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The Professional Development Committee works diligently to meet the needs of faculty and staff, and they recently revised their rubric for awarding funds. While several outstanding activities have been put on by the Committee as the result of faculty submissions, the committee is open to more strategic proposals.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** The College does not anticipate too many challenges in this area.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

	IMPLEMENTATION (9-14)			
	Adapting and implementing the key components of Guided Pathways to meet student needs at scale.			
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* 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.	○ College is currently not aligning or planning to align learning outcomes.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	● Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** The College has aligned Student Learning Outcomes (SLO), Program Level Outcomes (PLO), General Education Learning Outcomes (GELO) and Institutional Learning Outcomes (ILO) and regular assessment cycles which support annual program unit review update, the two-year CTE streamlined program review, and the six-year program review cycle. All outcomes are developed by discipline faculty and/or in consultation with the Academic Senate and its Assessment subcommittee.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** Significant work has been done on how best to link outcome assessment to integrated planning, including resource allocation, including hiring prioritization procedures. All outcomes are subject to regular review: SLOs, as well as GELO and/or ILO alignment, are reviewed in Technical Review and Content Review as part of the Curriculum Review process, including review by the Assessment Coordinator; PLOs are reviewed as part of the six-year Academic Program Review cycle. Moreover, the College has recently upgraded its curriculum management system to include alignment between SLOs, PLOs, GELOs, and ILOs to better support course-embedded assessments of GELOs and ILOs. As such, all SLOs are being re-reviewed, as are all GELO and ILO alignments, as we migrate to the new system. All of these procedures are captured in the Assessment Handbook and approved by the Academic Senate in collaboration with its Assessment Committee.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** On-going work is to continue with the established culture of reviewing and citing assessment results for integrated planning purposes, as well as professional development (to include the Professional Development and Flex-Cal committee, a subcommittee of the Academic Senate).

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are 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	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	● Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

in their programs.				

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.** Assessment of learning outcomes is tracked via CurricUNET Meta, and this is available to all via the assessment webpage, though students are not generally directed to this page. The College does not have assessment for 100% of its active courses, but substantial progress toward this has been made in the past 1-2 years. Further, there is some evidence that faculty use assessments to improve teaching and learning, but documentation of this is underdeveloped.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** The program review and assessment committees, subcommittees of the Academic Senate, have been diligent in creating mechanisms for documenting and assessing student learning outcomes and in providing support and encouragement to faculty to complete these assessments. A recent upgrade to the curriculum management system, CurricUNET, involved many hours refining the course and program assessment modules. Faculty are now using these modules to enter and track their assessment activities.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** Some faculty are behind in conducting and documenting assessment results; planned "working sessions" during FLEX will be available to support faculty in completing these tasks, but this will involve broad faculty participation, including adjuncts.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

| IMPLEMENTATION (9-14) | | | | |
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale. | | | | |

	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	● Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.
Please respond to the following items (500 word maximum per item)				

1. **Please briefly explain why you selected this rating.** The College does offer programs which utilize contextualized learning, including some of our CTE programs (e.g. Printmaking, Nursing, Welding, Autotech, and Occupational Education), as well as some transfer programs (e.g Ceramics, Creative Writing, Biotechnology, and Communications/Forensics). However, the College lacks a cohesive, unified strategy to prioritize contextualized learning as part of most, if not all, of its programs.

2. **Describe one or two accomplishments the college has achieved to date on this key element.** Some relatively recent efforts, such as the effort by the Academic Senate to establish a student abroad program, were not successful due to lack of support, both internal and regional.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.** Looking ahead, one primary challenge of the College is to identify all existing efforts on the part of individual disciplines to understand better what efforts the College is already making. A subsequent challenge will be how to create cross-discipline conversations and planning to support existing efforts while also creating a cohesive campus-wide focus on these opportunities, to include how they might best serve students early in their college careers. Too, resource allocation for the creation of a unified program will need to be a key consideration, including how the College may support our students through the prioritization of programs which best serve the surrounding communities, including our feeder high schools. Finally, the College will need to consider professional development for discipline faculty, possibly including the study of like-discipline models and best practices to encourage the development of more robust offerings of integrated contextualized learning.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?** N/A

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

   ○ Pre-Adoption
   ● Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

1. **Please briefly explain why you selected this rating:** Solano College is in the early adoption phase of Guided Pathways, because while some efforts are currently underway as part of ongoing discussions of college improvement, formal discussions of Guided Pathways has just recently started. A fall summit on Guided Pathways, facilitated by Pam Walker and Julie Bruno, was deemed successful in laying the groundwork for further development, and based on this, the College is excited about seeing exactly how Guided Pathways will look and how it will positively impact the student experience.

2. **What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:** A compendium of best practices might be helpful so that we aren't "reinventing the wheel." As part of our professional development activities, we plan to reach out to other schools who have had success with Guided Pathways.

3. **Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.** An activity we did at our recent summit took faculty and staff through a typical student experience: groups were given a profile of a potential student and were asked to create a 1st semester schedule for the student. Challenges included the student's work schedule, semi-reliable transportation situation, and lower-than-expected math placement. Groups had to negotiate the College catalog and class schedule, and many found that it was almost impossible to give the student an ideal schedule. This helped the group understand the challenges students face and provided impetus for making positive change.

4. **Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?** N/A

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Solano Community College

_____

Name of college

Self-Assessment Signatories

	Sarah Chapman, Ph.D.	
Signature, President of the Governing Board	Printed Name	Date signed
	Celia Esposito-Noy, Ed.D.	
Signature, Chief Executive Officer/President	Printed Name	Date signed
	Michael Wyly	
Signature, Academic Senate President	Printed Name	Date signed
	David Williams, Ph.D.	
Signature, Chief Instructional Officer	Printed Name	Date signed
	Greg Brown	
Signature, Chief Student Services Officer	Printed Name	Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu