

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

Institution Name: Solano Community College

Date: 3.15.2019 (draft)

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

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

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

Page intentionally left blank

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

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

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

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

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
		The College has been at this point for a significant period, including since before our last accreditation review in Fall 2017. The College is fully accredited with no formal recommendations until 2024.	
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> SCC is currently in the process of developing program maps which include employment and education opportunities. To date, all 25 ADTs and three AA's significant to transfer are to be published in the catalog and online in AY 2019-20.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> SCC will implement CCCmyPath. SCC is engaged in the development of a new online student portal which prioritizes employment and education opportunities for all programs.</p> <p><i>Timeline for implementing next steps:</i> CCCmyPath on track to be implemented on 5.1.2019. Online student portal is in the very early stages of development with a tentative launch date of Fall 2019.</p>
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> To date, all 25 ADTs and three AA's significant to transfer are to be published in the catalog and online in AY 2019-20.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Continued mapping of all programs. Development of a program template which serves well CTE programs, especially those with stackable certificates. Connection of programs to CCCmyPath. Development of new online student portal using the college's metamajors (P.A.C.E.).</p> <p><i>Timeline for implementing next steps:</i> CCCmyPath to be implemented on 5.1.2019. The remaining steps are on-going through Fall 2019.</p>
e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> The appropriate mathematics course for each mapped discipline has been identified, and the correct mathematics course is a fundamental design principle of our new first-year experience program. Curriculum has approved new mathematics co-requisites in alignment with AB 705 (Irwin 2017).</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i> On-going work for support for calculus pathways in mathematics for BSTEM requirements. Continued work on program mapping per 1.d. to include the appropriate math pathways.</p> <p><i>Timeline for implementing next steps:</i> Fall 2019</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Our new First Year Experience program—First-time, Full-time, Fast-track (FT3)--pilots in Fall 2019 with plans to scale as quickly as we are able. Transfer mathematics courses with and without co-requisites are offered in Fall 2019 in full compliance with AB 705.	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
d. Special supports are provided to help academically underprepared students	<input type="checkbox"/> Not occurring	<i>Progress to date:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
to succeed in the “gateway” English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)	<input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Timeline for implementing next steps: Click or tap here to enter text.
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	Progress to date: Click or tap here to enter text. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Next steps: Click or tap here to enter text. Timeline for implementing next steps: Click or tap here to enter text.
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	Progress to date: Click or tap here to enter text. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Next steps: Click or tap here to enter text. Timeline for implementing next steps: Click or tap here to enter text.

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice (If <i>Scaling in Progress</i> or <i>At Scale</i> , please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: <ul style="list-style-type: none"> How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
b. Students can easily see how far they have come and what they need to do to complete their program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic	<i>Progress to date:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text.

<p>nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Click or tap here to enter text.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> Click or tap here to enter text. <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text. <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic	<i>Progress to date:</i> Click or tap here to enter text.	<i>Next steps:</i> Click or tap here to enter text.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Timeline for implementing next steps: Click or tap here to enter text.
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	Progress to date: Click or tap here to enter text. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Next steps: Click or tap here to enter text. Timeline for implementing next steps: Click or tap here to enter text.
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	Progress to date: Click or tap here to enter text. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Next steps: Click or tap here to enter text. Timeline for implementing next steps: Click or tap here to enter text.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	Progress to date: Click or tap here to enter text. Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	Next steps: Click or tap here to enter text. Timeline for implementing next steps: Click or tap here to enter text.



California Community Colleges

MEMORANDUM

February 13, 2019

Via Email

TO: Chief Executive Officers

FROM: Eloy Ortiz Oakley, Chancellor

RE: Coherence in Goal-Setting and Planning

State law requires colleges to adopt local goals aligned with the *Vision for Success*, produce several plans to guide how the colleges will use state resources consistent with the Guided Pathways framework, and adopt budgets each year to support those activities. As a system, we must begin to better “connect the dots”—for our colleges and our communities—as we implement these requirements. **This memorandum provides instructions related to goal-setting and planning. Please forward it to individuals in your teams that are responsible for these activities.**

ACTION REQUIRED

We are excited to support colleges in using our planning system, NOVA, to inform goal-setting that is aligned with the *Vision*. **We need your help in identifying the lead contact specifically for *Vision* goals adoption at your college.** This lead contact will be the individual responsible for directing the process of approval for local goals submitted through NOVA. The lead contact will receive additional information moving forward. To identify your lead contact, please fill out the [Lead Contact Form](#) by February 22, 2019.

SUMMARY TIMELINE

The following is a summary of deadlines related to planning and budgeting in the coming months. More details are provided later in the memorandum.

Deadlines	Submittal
February 22, 2019	Lead contact for <i>Vision</i> goals

Chancellor's Office

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752
www.CaliforniaCommunityColleges.cccco.edu

Coherence in Goal-Setting and Planning

February 13, 2019

April 30, 2019	Initial Guided Pathways “Scale of Adoption Self-Assessment”
May 31, 2019	<i>Vision</i> goals
June 30, 2019	Student Equity Plan
June 30, 2019	California College Promise certification (only for colleges who have not yet certified)
June 30, 2019	Tentative annual budget and financial report (not submitted to Chancellor’s Office)
September 30, 2019	Final Guided Pathways “Scale of Adoption Self-Assessment”
September 30, 2019	Adopted annual budget and financial report

BACKGROUND

In July 2017, the Chancellor’s Office released the [Vision for Success: Strengthening the California Community Colleges to Meet California’s Needs](#). Citing the economic and educational needs of California, this document established a vision for improvement, including clear goals and a set of commitments needed to reach those goals.

Recent legislation and Chancellor’s Office guidance have emphasized a stronger link between financial planning and broader educational planning, with a new focus on alignment of these plans with college-level performance goals. Planning can be an important part of an institution’s strategy to improve outcomes and advance equity: the plans can reinforce the “North Star” the college is following, the analysis of data can bring attention to persistent challenges and can test the assumptions we make about our students, and the act of planning—through a process of consultation—can create shared commitments to a path forward.

At the same time, too many plans—especially multiple plans that commit to different strategies—can confuse priorities. For that reason, the Chancellor’s Office is working to reduce the number of plans and to coordinate the remaining plans around conversations around the *Vision*. Although the elimination of plans is not proposed in the immediate term, this document encourages colleges to coordinate the development of goals and plans to make their strategic direction clear and actionable.

USE OF STUDENT SUCCESS DASHBOARD FOR ANALYSIS

As you engage in the goal-setting and planning processes, you should use the [Student Success Metrics \(SSM\) Dashboard](#) as a tool to better understand, and have critical conversations about, where your college's attention must be moving forward. In collaboration with the RP Group, WestEd, and the Educational Results Partnership (ERP), the Chancellor's Office released the SSM 2.0 on January 31, 2019. This release resolved many of the issues identified by the institutional researchers from the initial release (1.0) and added all of the disaggregated metrics. SSM 3.0 will be released in May 2019 and will include cohorts and views by district and region. The Chancellor's Office will continue to work with the institutional researchers to refine the dashboard, clarify the metrics, and resolve technical issues. As we work with the field, changes in the SSM data may occur during February 2019 if critical issues with data and data definitions are discovered.

Our work on the metrics is not yet complete. This is a significant undertaking that involves integrating the metrics, merging the "back-end" repositories that collect the data, and decreasing the time-to-delivery of the metrics. Feedback and ideas on how the metrics can be improved to better serve the statewide needs of districts and colleges is always welcomed.

PLANNING AND BUDGETING

This section provides details about specific requirements in the coming months. Its purpose is to identify links between various planning requirements and identify opportunities for more cohesive discussions at the colleges. For individual plans, the Chancellor's Office has released, or will release, further guidance. We also recognize that these are only a subset of the plans your colleges are required to produce, though we hope that the principles described below will apply to those other plans.

GOALS ALIGNED WITH VISION FOR SUCCESS

Nearly all community colleges have now certified they have a process in place to set local goals aligned with the *Vision*. Once colleges identify their lead contacts, they will be able to access the online form to submit these goals at <https://nova.cccco.edu>. One of the goals of NOVA is to make it easier to submit goals, and much of the data you will need to fill out your goals form will be pre-populated from the SSM.

The Chancellor's Office released a memorandum on local *Vision* goals in November. You can find that document on the [Vision Resource Center](#) in the Vision for Success & Local Goal Alignment community. **As described in the memorandum, the final *Vision* goals**

must be adopted by the governing board and submitted to the Chancellor's Office by May 31, 2019.

Colleges should consider using these goals as the basis for the plans they will be developing concurrently and subsequently. In setting goals, colleges should consider their progress toward, and the impacts of, “at-scale” implementation of Guided Pathways, and they should consider the resources available to the college under the Student Centered Funding Formula, the Student Equity and Achievement Program, the California College Promise, and other fund sources.

GUIDED PATHWAYS

All 114 colleges have already completed the qualifying requirements for Guided Pathways funding. No action is required to receive the second year allocation. However, colleges will be transitioning to the Community College Research Center (CCRC) “Scale of Adoption Self-Assessment” to focus more directly on the design and implementation phases of Guided Pathways. **An initial submission will be due no later than April 30, 2019. Each college must then submit and certify a final version in NOVA by September 30, 2019.** These submissions and certifications are a condition of continued receipt of funds.

The self-assessment is a useful tool for determining future budgetary needs and for citing ambitious goals, especially as they relate to progress for the groups of students prioritized in the college's Student Equity Plan. Initial submissions will be used by the Chancellor's Office to develop comprehensive Guided Pathways professional learning support for the 2019-20 academic year. Certified submissions will be used for documenting and analyzing our systemwide Guided Pathways implementation progress.

EQUITY PLAN

As a condition of receiving allocations under the Student Equity and Achievement Program, and to effectively meet local *Vision* goals, each college must submit a board-approved Student Equity Plan every three years. The plan is due to the Chancellor's Office by June 30, 2019. The template was released in January as a Word document and will be available in March in a fillable electronic format. Using baseline metrics pre-calculated and pre-populated in the electronic plan template, colleges will identify goals and activities designed to close gaps for disparately-impacted equity populations.

During the planning process, it is critical that districts discuss the impacts of “at-scale” implementation of Guided Pathways on the disparately-impacted equity populations. Further, the planning process should involve the college's business officials, because it should represent a foundational document for the development of annual budgets.

CALIFORNIA COLLEGE PROMISE

The statute establishing the California College Promise (AB 19) specifies that the program is intended to support colleges in accomplishing the *Vision* goals. As a condition of participation in the program, colleges must partner with local education agencies to establish an Early Commitment to College program, improve college readiness, reduce the need for remediation, use “multiple measures” for assessment and placement, participate in the Guided Pathways program, ensure that students complete the federal or state financial aid application, and participate in the federal student loan program.

Any college that did not participate this year and wants to begin participating in 2019-20 will be required to complete and submit a signed certification form to the Chancellor’s Office by June 30, 2019. As colleges determine how to use their AB 19 allocations, they should be identifying how the activities supported by those funds would support progress toward the local *Vision* goals and support their Student Equity Plan.

OTHER PLANNING EXPECTATIONS

The Chancellor’s Office will work to continue to align planning around the local goals colleges are adopting. Notably:

- **Strong Workforce Program**—Regional and local spending from Strong Workforce Program funds are expected to provide more and better CTE programs, courses and pathways. NOVA is used for the application and reporting of expenditures. Beginning in 2019-20, the Strong Workforce Program will align with the SSM by adopting a subset of those metrics that are most relevant to Career Education students. These revised metrics will be used to calculate the Strong Workforce Program incentive funding starting in 2019-20.
- **Adult Education Program**—Regional investments from California Adult Education Program consortia, and their members, serve adult education students that come from a variety of different life pathways or journeys. The program is intended to support the *Vision* goals by improving completion of career development and college preparation (CDCP) certificates and short-term career training programs and decreasing the amount of time students spent accumulating classroom hours by offering noncredit co-requisite courses, all in an environment that promotes flexible scheduling, innovative delivery methods, and short-term programs. Again, NOVA is used for the application and reporting of expenditures.
- **Perkins V Program**—Currently in the transitional planning year, the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) develops the academic knowledge and technical and employability skills of secondary and postsecondary education students in career and technical education programs through regional and local intersegmental alignment. Perkins V is a combined state plan including the requirements of the Workforce Innovation and Opportunity Act

and specifically calls for stronger alignment with the Adult Education Program. As part of NOVA's planned development, the Perkins V Program will eventually migrate for the application and reporting of expenditures.

ANNUAL BUDGETS

For these plans to be effective in meeting the local *Vision* goals, they must be supported by the district and college budgets. Under current law, by July 1, each district is required to adopt a tentative budget. By September 15, each district is required to hold a public hearing and adopt a final budget, and, with its adopted annual budget and financial report submitted to the Chancellor by October 10.

In adopting a budget, the governing board should determine that the resources necessary to implement Guided Pathways and implement the Student Equity Plan are available. Next year, the Chancellor's Office will issue more specific guidelines about aligning planning with budgeting. Until then, colleges may want to have discussions about how to revise budgeting practices to ensure that commitments made in the Student Equity Plan and in other plans can be supported.

ROLE OF BOARDS OF TRUSTEES

Active involvement by the board of trustees in planning and budgeting is essential. The board's meetings represent a critical venue where these plans come together and where decisions are made about the resources needed to support the plans. Specifically, the local *Vision* goals, the Student Equity Plan, and the annual budget must all be adopted by the board. District and college leaders should consider strategies for presenting these items to the board together to allow for better understanding of their alignment.

Further, the board is directly responsible to the communities the colleges serve and should be creating opportunities for more stakeholders—especially those from groups that have historically been most underrepresented and underserved by our system—to participate in development and review of local goals, plans, and budgets.

ROLE OF THE CHANCELLOR'S OFFICE

The Chancellor's Office intends to better understand the coherence across these documents. In places where that coherence is not obvious, we expect to work with colleges to determine what additional support is necessary. We also hope to use this information to identify common practices across districts and highlight effective practices through professional development. Please contact Chancellor's Office staff if you would like further information about these topics or need additional support.

Coherence in Goal-Setting and Planning

February 13, 2019

cc: Dr. Daisy Gonzales, Deputy Chancellor
Rhonda Mohr, Vice Chancellor
Christian Osmeña, Vice Chancellor
Dr. Alice Perez, Vice Chancellor
Sheneui Weber, Vice Chancellor

Michael Wyly

From: Guided Pathways Region Bay Area <GPR-BA@LISTSERV.CCCNEXT.NET> on behalf of Johns, Krista <kjohns@CCCCO.EDU>
Sent: Sunday, March 31, 2019 6:15 PM
To: GPR-BA@LISTSERV.CCCNEXT.NET
Subject: For SOAA Submissions to State Chancellor's Office due by April 30, 2019
Attachments: Crosswalk 2019 - CA - CCRC Scale of Adoption.pdf; CCRC_SOAA_CCC_March2019.docx; 2019-02-13 - Chancellor's Memorandum - Coherence in Goal-Setting and Planning[2].pdf

CAUTION: This message originated from outside of the Solano Community College organization. Do not click on any links or open any attachments unless you know and trust the sender.

We apologize in advance for the length of this email!

Dear Bay Area Guided Pathways colleagues,

As you know, colleges will be submitting their first draft Guided Pathways Scale of Adoption Assessments (SOAA) by April 30, 2019 via email to the State Chancellor's Office. The SOAA is being requested this year, and moving forward, instead of updated Guided Pathways Self Assessment and Work Plan documents.

One of our Guided Pathways colleagues, Aimee Myers (North Far North Region), created a tool that crosswalks the SOAA to the 2017 Guided Pathways Self Assessment document each college submitted. We found this to be very helpful, and are sharing it with you here (attached).

In an earlier email (below), we provided some advice that we hope has been helpful. Since then, there have been three questions asked of the State Chancellor's Office concerning the SOAA. Here they are, with the answers provided:

Q: SOAA Section 2e states: "Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible." Could you help us understand what is meant by "very poorly prepared students"?

A: Answer from CCRC. *"This is a question we get pretty regularly. We opt to keep the wording broad because "very poorly prepared" may have different qualities depending on state and local contexts. In California, this practice can be understood in a couple of ways:*

(a) specifically for math and English as students who are not quite ready to enter the corequisite model under AB 705; and

(b) broadly, in terms of other forms of support that would enhance college readiness (for instance, supports for students in ESL and adult basic education programs to facilitate entry into college-level coursework, especially when those programs are not very tightly connected to the college-level programs of study)."

Q: I am contacting you for some clarification regarding the Chancellor's memo on Coherence and Guidance in Goal Setting, specifically the Guided Pathways Assessment. The memo indicates "A certified version within the NOVA system should be submitted by September 30, 2019" (see below). **Can you explain what a "certified version" is?** Does that mean Senate Approved, Board Approved, both?

A: *The "certified version" required in September is the same process that the colleges went through for the first Guided Pathways submission in NOVA. The data should be entered into NOVA and then sent for "certification"*

to those listed as certifiers for the [College Name] account – in the case of [College Name] that would be President XXX and Academic Senate President XXX. (Names were found in NOVA.)

Q: We are wondering if there will be an **opportunity to add to the Assessment after submission** on April 30, 2019? We have some Guided Pathways events occurring after April 30th and before the NOVA deadline in September.

A: *Thanks for your question. The April submission has two primary purposes: (1) provide a system-level look for a July report to the Legislature, (2) provide the Chancellor's Office with information to create a 2019-2020 Guided Pathways comprehensive professional learning plan that can be communicated to the field before the start of the new academic year. Note that the originally submitted certified Guided Pathways Work Plan period runs through Summer 2019. The due date of a second certified submission is not until September. This will give more time for shared governance processes. Colleges should not worry about updating the "Scale of Adoption Assessment" between submissions. If you feel that the additional information is critical for the Chancellor's Office to have, you are welcome to submit an amended initial Self-Assessment. However this is not necessary. We would recommend simply adding the additional information to your final, certified submission on or before September 30, 2019.*

We trust this information is helpful to you as you complete the SOAA. Please do not hesitate to contact your Guided Pathways Regional Coordinator if you have further questions.

Thank you, and enjoy your first week of April!

Katherine Bergman, JD kbergman@cccoco.edu 510-685-5360	Krista Johns, JD kjohns@cccoco.edu 925-271-9280	Laurie Scolari, Ed.D lscolari@cccoco.edu 415-377-9864
---	--	--

From: Guided Pathways Region Bay Area <GPR-BA@LISTSERV.CCCNEXT.NET> **On Behalf Of** Scolari, Laurie
Sent: Tuesday, March 12, 2019 6:07 PM
To: GPR-BA@LISTSERV.CCCNEXT.NET
Subject: Guided Pathways Scale of Adoption Form with Chancellor's Memo

Dear Bay Area Guided Pathways Colleagues,

The Chancellor's Office sent out a notification today with the Guided Pathways Scale of Adoption Assessment (SOAA) and the February 13, 2019 State Chancellor's memorandum with instructions for submission. Colleges will submit their preliminary draft SOAA via email by April 30, 2019. The final SOAA will be submitted via NOVA by September 30, 2019.

A couple of notes that might be helpful:

- It is expected that the SOAA responses may change between the April and the September submissions.
- The SOAA response sections are relatively small. Colleges will likely want to continue to use a workplan format for their own purposes, to record the details of their plans and efforts.
- The SOAA probes assessment information in about 22 areas. Colleges will find, after completing the SOAA, that they still need to prioritize and identify the more limited areas of their focus and activity for the coming year.
- The SOAA identifies areas across the college which have an impact on student success. While GP committees may have as few as 2 or 3 areas of emphasis for their work in the coming year, they may wish to consider ways in which to orient folks in those other areas on how their efforts support Guided Pathways.

Please do not hesitate to reach out to your college's Regional Coordinator point of contact for additional information and support.

Thank you, and have a great rest of the week!

Katherine Bergman, JD	Krista Johns, JD	Laurie Scolari, Ed.D
kbergman@cccco.edu	kjohns@cccco.edu	lscolari@cccco.edu
510-685-5360	925-271-9280	415-377-9864

To unsubscribe from the GPR-BA list, click the following link:
<http://listserv.cccnext.net/scripts/wa-CCCNEXT.exe?SUBED1=GPR-BA&A=1>

To unsubscribe from the GPR-BA list, click the following link:
<http://listserv.cccnext.net/scripts/wa-CCCNEXT.exe?SUBED1=GPR-BA&A=1>

Crosswalk: CA-CCRC Scale of Adoption Assessment Revised February 2019*

Goal of Crosswalk

- Help focus where previous self-assessment plan intersects with SOAA
- Provide support for campus conversations on utilizing new tool

CA-CCRC Scale Revised February 2019 – CA Guided Pathways Self-Assessment 2017

- Left column = categories in California Guided Pathways Self-Assessment Tool 2017
- Top Row = pillars organization of Guided Pathways Essential Practices: Scale of Adoption Assessment Revised February 2019 (SOAA)
- Body = connection to particular “essential practices” in SOAA

CAGP Scale of Adoption	1 - Mapping Pathways to Student End Goals	2 – Helping Students Choose and Enter a Program Pathway	3 – Keeping Students on Path	4 – Ensuring that Students are Learning
Cross-Functional Inquiry	<i>NOTE: The Scale of Adoption Assessment does not specifically address institutional factors which create the conditions for Guided Pathways inquiry, design and implementation.</i>			
Shared Metrics				
Integrated Planning				
Inclusive Decision- Making Structures				
Intersegmental Alignment	1b; 1c	2f	3d	4a
Guided Major & Career Exploration	1a; 1b; 1c	2a	3d	
Improved Basic Skills	1e	2b; 2c; 2d; 2e; 2f		4b
Clear Program Requirements	1b; 1c; 1d; 1e	2b	3a; 3b; 3d; 3e	4a; 4d; 4e; 4f;
Proactive & Integrated Student Support		2b; 2c; 2d; 2e	3a; 3c; 3d	4f
Integrated Technology Infrastructure	1c; 1d	2a	3a; 3b; 3c; 3e	4d; 4e
Strategic Professional Development		2b; 2c; 2e		4b; 4c; 4e; 4g
Aligned Learning Outcomes	1b; 1c; 1d; 1e			4a; 4b; 4c; 4d; 4e
Assessing & Documenting Student Learning		2b; 2c; 2d; 2e		4a; 4b; 4c; 4d; 4e; 4f; 4g
Applied Learning Outcomes		2a; 2e;	3d	4a;4b; 4c; 4d; 4e; 4f; 4g

* A tool created by Aimee Myers, Guided Pathways Regional Coordinator, North Far North

Comparison of CCRC Scale of Adoption Assessment 2017 – 2019*
(for colleges in the GP 30 and others who have been using the earlier SOAA)

CCRC SOAA 2017	CA-CCRC SOAA Rev February 2019
	1a – new
1a	1b
1b	1c
1c	1d
	1e – moved from 2c
2a	2a
2b	2b – language change – delete “not just in college-level math and English.”
	2c – new
	2d – new
2c – moved to 1e	
2d	2e
2e	2f
3a	3a
3b	3b
3c	3c
3d	3d
3e	3e
4a	4a
	4b – new
4b	4c
4c	4d – language change – delete “/programs”
4d	4e
4e	4f
4f	4g

* A tool created by Aimee Myers, Guided Pathways Regional Coordinator, North Far North