

California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary

Introduction

The State of California's \$150 million one-time investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a framework for college transformation. As part of this investment, each college will receive support to begin an intensive five-year planning and implementation process to rethink and redesign their institutions to be more student-centered. To begin this cultural and institutional transformation to make our colleges student-ready, each college was invited to complete and submit the [California Community College Guided Pathways Self-Assessment Tool](#) (Self-Assessment). The California Community Colleges Guided Pathways Action Plan, Timeline, and Allocation Summary (Work Plan) outline how the college will advance its work for each of the 14 key elements of the Self-Assessment. Completion of these documents will be needed to access available funding.

Purpose

This Work Plan provides a template for each college to outline next steps to advance toward or maintain full scale adoption on each of 14 Self-Assessment elements. Note that full scale adoption is not expected for every college on every element within the five-year time frame. Rather, each college, given its current adoption stages based on the completed Self-Assessment, should outline a plan and realistic outcomes for the time period between spring 2018 and summer 2019. College Work Plans covering this first phase of planning only need to address only those areas addressing planned activities. As a result, all 14 items are unlikely to include planning efforts and will vary college by college. The Chancellor's Office recognizes that these plans may also change as implementation efforts evolve. Those changes may be noted in future planning reports. The guided pathway effort will take time to implement, and these documents will cover just the first phase of what will be at least five years of planning and activity in order to achieve full adoption.

Use

Each completed Work Plan will be reviewed by Wednesday, May 30, 2018 by a team of reviewers who will supply feedback on the plan intended to support implementation efforts. A rubric will be developed to allow each reviewer to gather similar information from each college work plan to inform future capacity building support including resource materials, field guides, and online learning modules that will provide resources to support Guided Pathways inquiry, design, and implementation. A summary of the information gleaned from the college plans will be completed to provide context for the statewide guided pathways movement overall. This summary will also be provided to the legislature to support inquiries regarding statewide implementation.

Overview

The Work Plan covers Phase I (spring 2018-summer 2019) of the California community colleges guided pathways effort. Mirroring the Self-Assessment, an action plan template is provided for three categories— inquiry, design, and implementation—with a row for each of the Self-Assessment elements. It is not expected that colleges will be undertaking work on all of the elements during this Phase I time frame. For Phase I, the colleges should select which elements will be the primary focus during this first phase, and provide action plans for these. Many colleges will be at the inquiry stage and will not begin design or implementation efforts at this time. However, colleges who have already engaged in efforts regarding specific elements may continue focus efforts in these areas. For each of these elements, a local cross-functional team is asked to outline and vet plans to advance along the scale of adoption. Efforts and programs that will be aligned and integrated to support the work on each element should be noted.

Deadline

The completed Work Plans must be submitted via the online portal by Friday, March 30, 2018. Until the online portal is made available, colleges may use this Word document for preparing individual submissions.

Funding

If a Self-Assessment was completed and submitted by Saturday, December 23, 2017 and college representatives attended an IEPI workshop dedicated to the self-assessment process, the college's submission of a completed Work Plan will trigger the first [allocation payment](#). The payments will be released by Monday, April 30, 2018.

Follow-Up

The Work Plan is a living document that will be updated periodically along with the Self-Assessment to document the college's process and progress for adopting a Guided Pathways framework. Colleges have the option to update their Work Plan at any time. However, an updated version of the Work Plan and the Self-Assessment will be due annually. The completion and submission of an updated Work Plan and Self-Assessment will trigger the second allocation payment. These payments are expected to be released in late spring every year through 2022.

INSTRUCTIONS FOR COMPLETION OF THE CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS ACTION PLAN, TIMELINE, AND ALLOCATION SUMMARY (Note that these instructions include directions that will appear in the online portal that do not appear in the Word version)

Plan

STEP 1: Print or download the college's completed Self-Assessment.

STEP 2: Select your college from the dropdown menu at the top of the Action Plan page.

STEP 3: Ensure that the pre-populated Scales of Adoption are correct for each element based on the completed Self-Assessment. If not, please contact guidedpathwaysinfo@cccco.edu.

STEP 4: Outline plans—strategies, approaches, policies, activities, actions—that will move the college toward the next stage(s) of adoption for each key element described in the Self-Assessment tool. If your college will not address a particular element in during this Phase I, please select from the available dropdown menu: "Will not address during this time period." If that is selected, there is no need to outline plans, strategies or actions for this element. The timeline (see STEP 8) will provide an opportunity to indicate when you will anticipate incorporating the remaining elements into your plan.

STEP 5: List the initiatives, programs, funding streams, and efforts that will be aligned and integrated to make progress for those elements that will be addressed in this Phase I timeframe.

STEP 6: Indicate what success will look like—how these plans are anticipated to benefit the institution and its students--as a result of these efforts for each element to be addressed in this Phase I time frame? To what extent will efforts impact the college structure, culture, or key performance indicators?

STEP 7: Select the change in the scale of adoption anticipated during the selected timeframe using the dropdown menu.

Implementation Timeline

STEP 8: Complete the GANTT chart to indicate the timeframe during which you would anticipate addressing each of the 14 key elements included in the CCC GP Self-Assessment. It is assumed that you will provide plans and strategies for those most germane to your college's current stage, but that you will be forecasting when you are most likely to address the remaining elements over the five-year timeframe. This can be revisited in future plans as your work progresses.

Key Performance Indicators

STEP 9: Review current KPI data. The KPI data will be automatically updated each planning period to invite reflection and inform future planning.

Allocation Summary

STEP 10: Estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages indicated based on the college's allocation for this time period.

College: (dropdown menu with list of all colleges)

Timeframe: (dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019)

| Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions | | | | | |
|--|--|---|--|--|--|
| Key Elements of Self-Assessment (1-3) | Current Scale of Adoption | Outline plan for <u>each</u> self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
| <p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> | <p><u>Autofill information</u> from submitted self-assessment <u>for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale | <p>Dropdown menu option for <u>each cell in this column in each table.</u></p> <ul style="list-style-type: none"> • Will not address during this time period <p>Note, this selection should make the next three columns unfillable.</p> | | | <p>Dropdown menu <u>for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale |

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

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|--|---------------------------|---|--|---|---|
| <p>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.</p> | Early Adoption | <ul style="list-style-type: none"> Will not address during this time period | | | |
| <p>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</p> | In Progress | <ul style="list-style-type: none"> Will not address during this time period | | | |

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

| Key Elements of Self-Assessment (1-3) | Current Scale of Adoption | Outline plan for <u>each</u> self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
|--|----------------------------------|---|--|---|---|
| existing initiatives and programs. | | | | | |

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

| Key Elements of Self-Assessment (4-8) | Current Scale of Adoption | Outline plan for <u>each</u> self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
|---|---------------------------|---|--|---|---|
| <p>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.</p> <p>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.</p> | <p>In Progress</p> | <ul style="list-style-type: none"> Will not address during this time period | | | |

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|---|---------------------------|---|---|--|---|
| <p>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p> | In Progress | <ul style="list-style-type: none"> Will not address during this time period | | | |
| <p>6. Guided Major and Career Exploration - (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.</p> | Early Adoption | <p>Explore possibilities for scaling up and multiple ways of delivering (e.g. online, noncredit, etc.) tailored CLP courses for various degree pathways, as well as COUN 50 Introduction to College.</p> <p>Explore corequisite model for Orientation and CLP or Intro to College classes</p> <p>Explore how to incentivize faculty/department collaborations with Counseling and other Student Services to scale major and career exploration early on in a student’s college experience</p> | <p>4- and 2-unit transferable Career Life Planning (CLP) Courses</p> <p>Degreeworks—currently tracks educational plans, IGETC and CSU GE progress, and degree and certificate completion.</p> <p>Associate Degree for Transfer (ADT) website</p> <p>ASSIST.ORG –used to look up major requirements for specific all CA UC’s and CSU’s.</p> <p>CTE Programs’ Introduction to the Industry/Field courses/curriculum</p> | <p>Tailored curriculum is being developed and going through shared governance and curriculum process.</p> <p>Corequisite model is actively discussed.</p> <p>Departments/Faculty and Student Services are collaborating and having meetings.</p> | Early Adoption |

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|--|---------------------------|--|---|---|---|
| | | | COUN 50—Introduction to College course to connect students to student services such as Financial Aid and Student Life | | |
| <p>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.</p> | <p>Early Adoption</p> | <p>With consultation with: Articulation Office, Assessment Office, Disabled Students Services (DSS), Student Success and Retention Services (SSRS), EOPS, Institutional Research, Admissions and Records, and Student Services, faculty leaders in Math, English, Reading, and ESL will determine assessment and placement practices and course pathways from lowest level through transfer level to be in compliance with AB 705 by Fall 2019.</p> <p>With consultation with: Articulation Office, Assessment Office, Disabled Students Services (DSS), Student Success and</p> | <p>Math, English, ESL, Reading Department Faculty – responsible for establishing assessment and placement processes as well as course pathways and curriculum.</p> <p>LinC Program—coordinates integrated English and Reading basic skills (LART) classes</p> <p>MPS Math Performance Success Program</p> <p>Statways Math pathway</p> <p>Learning Resources Division Student Success Center—peer tutoring and skills workshops</p> <p>Student Services and Retention Services (SSRS)</p> | <p>Math, English, Reading, and ESL assessment and placement practices and course pathways from lowest level through transfer level will be in compliance with AB 705 by Fall 2019</p> <p>If determined as necessary by discipline faculty and consultation with student services, Math, English, Reading, and ESL will implement, possibly in collaboration with Learning Resources Division and the Equity and Engagement Division, as well as other Student Services, corequisites and other student supports needed to guide student success</p> | <p>In Progress</p> |

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|---------------------------------------|---------------------------|---|--|---|---|
| | | <p>Retention Services (SSRS), EOPS, Institutional Research, Admissions and Records, and Student Services, Faculty leaders in Math, English, Reading, and ESL will determine if corequisites and other curricular and student services student supports are needed to guide student success through the transfer level class.</p> <p>Counselors, Evaluators, and other Student Services such as the Office of Outreach will be informed by the Assessment Office of department-approved changes made to assessment, placement, and course pathways from lowest level through transfer in Math, English, Reading, and ESL</p> | <p>REACH—Student Success Cohort for Athletics</p> <p>Extended Opportunities Programs and Services (EOPS)</p> <p>Institutional Research Office—Basic Skills to Transfer student success data</p> <p>Outreach Office</p> <p>De Anza Common Assessment Initiative/Multiple Measures Committee –Chaired by Assessment Director</p> | <p>through the transfer level class.</p> <p>Counselors, Evaluators, and other Student Services such as the Office of Outreach will update their student recruitment, student advisement, and student transcript review information and processes to be in alignment with changes made to assessment, placement, and course pathways from lowest level through transfer in Math, English, Reading, and ESL</p> | |

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| Key Elements of Self-Assessment (4-8) | Current Scale of Adoption | Outline plan for <u>each</u> self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
|--|---------------------------|---|---|---|---|
| <p>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 completion and enhanced access to relevant transfer</p> | <p>Early Adoption</p> | <p>Dialogue with Skyline’s Guided Pathways leadership team to learn strategies for how to engage campuswide participation in inquiry dialogues</p> <p>Consult with shared governance groups, Instructional Division and Student Services Deans, and Student Body Government Leaders on how to actively engage dialogue from all constituents.</p> | <p>Degreeworks</p> <p>AA/ADT/CTE/certificate pathways</p> <p>IGETC/CSU GE Patterns</p> <p>Transfer Center</p> <p>Articulation Office</p> <p>Department Faculty Chairs</p> <p>Academic Senate</p> <p>Student Senate</p> <p>Instructional Division and Student Services Deans</p> <p>Student Voices Summit (being held by Social Sciences and Humanities Division)</p> <p>General Counseling</p> <p>Embedded Counseling</p> | <p>Dialogue with Skyline’s Guided Pathways leadership team takes place by Summer 2019</p> <p>Faculty, Students, Classifieds, and Administrators are actively engaged in Inquiry Dialogues about clear program requirements.</p> | <p>Early Adoption</p> |

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|---------------------------------------|---------------------------|---|--|---|---|
| and career outcomes). | | | | | |

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

| Key Elements of Self-Assessment (9-14) | Current Scale of Adoption | Outline plan for <u>each</u> self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu. | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
|---|---------------------------|--|--|--|---|
| <p>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.</p> | <p>Early Adoption</p> | <p>Explore more ways of messaging students, including the use of texting students’ cellphones to communicate student support information from District/Office phones</p> <p>Explore ways to actively engage instructional faculty, administrators, Student Support staff, as well as Instructional and Student Services faculty, and students in Inquiry Dialogues about proactive and integrated student supports</p> <p>Explore ways to promote greater campuswide understanding of campus services and capacities</p> <p>Explore full Student Services’ use of SARS to track students’ use of all campus services</p> | <p>Degreeworks</p> <p>Starfish—is used as an online early alert system</p> <p>Integrated BSI/SSSP/SE planning committee</p> <p>SARS—used for tracking students’ use of services in A&R and other service areas</p> <p>MyPortal</p> | <p>More ways of messaging students are being discussed in Inquiry Dialogues</p> <p>Student Support staff, as well as administrators, Instructional and Student Services faculty, and students are participating in Inquiry Dialogues about proactive and integrated student supports</p> <p>Dialogues around ways to promote greater campuswide understanding of campus services and capacities are happening.</p> <p>Identify barriers and implement training for full Student Services’ use of SARS to track students’ use of all campus services</p> <p>Service excellence training opportunities and incentives for participation from student services and faculty are being scheduled.</p> | <p>Early Adoption</p> |

| | | | | | |
|--|----------------|--|--|--|--|
| | | Explore service excellence training opportunities and incentives for participation from student services and faculty | | | |
| <p>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.</p> | Early Adoption | <ul style="list-style-type: none"> Will not address during this time period | | | |
| <p>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</p> | Early Adoption | | | | |

| | | | | | |
|---|----------------|--|--|--|--|
| goals, needs and priorities identified in integrated plans, program review, and other intentional processes. | | | | | |
| <p>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.</p> | In Progress | <ul style="list-style-type: none"> • Will not address during this time period | | | |
| <p>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</p> | Early Adoption | <ul style="list-style-type: none"> • Will not address during this time period | | | |

| | | | | | |
|---|-----------------------|--|--|--|--|
| to improve the effectiveness of instruction in their programs. | | | | | |
| <p>14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p>Early Adoption</p> | <ul style="list-style-type: none"> • Will not address during this time period | | | |

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

| Key Elements | Spring 2018-Summer 2019 | Fall 2019-Summer 2020 | Fall 2020-Summer 2021 | Fall 2021-Summer 2022 |
|--|-------------------------|-----------------------|-----------------------|-----------------------|
| EXAMPLE 1. Cross-functional inquiry | | | | |
| EXAMPLE 5. Intersegmental alignment | | | | |
| EXAMPLE 14. Applied learning opportunities | | | | |
| Inquiry (1-3) | | | | |
| 1. Cross-functional inquiry | BLUE | BLUE | GREEN | GREEN |
| 2. Shared metrics | BLUE | BLUE | GREEN | GREEN |
| 3. Integrated planning | GREEN | GREEN | GREEN | ORANGE |
| Design (4-8) | | | | |
| 4. Inclusive decision-making | GREEN | GREEN | ORANGE | ORANGE |
| 5. Intersegmental alignment | GREEN | GREEN | GREEN | ORANGE |
| 6. Guided major and career exploration opportunities | BLUE | BLUE | GREEN | GREEN |
| 7. Improved basic skills | GREEN | ORANGE | ORANGE | ORANGE |
| 8. Clear program requirements | BLUE | BLUE | GREEN | GREEN |
| Implementation (9-14) | | | | |
| 9. Proactive and integrated student supports | BLUE | BLUE | GREEN | ORANGE |
| 10. Integrated technology infrastructure | BLUE | BLUE | GREEN | ORANGE |
| 11. Strategic professional development | BLUE | BLUE | GREEN | GREEN |
| 12. Aligned learning outcomes | | GREEN | GREEN | GREEN |
| 13. Assessing and documenting learning opportunities | ORANGE | ORANGE | ORANGE | ORANGE |
| 14. Applied learning opportunities | | BLUE | GREEN | GREEN |

CCC GP Key Performance Indicators

| The KPI data will be automatically updated each planning period to invite reflection and inform future planning. | | | | | |
|--|--|--|---------------------------|---------------------------|--------------------------|
| Key Performance Indicators | Current KPI Data (Autofill from Launchboard) | Spring 2018- Summer 2019 | Fall 2019- Summer 2020 | Fall 2020- Summer 2021 | Fall 2021-Summer 2022 |
| PARTICIPATION | | | | | |
| Number of students | | To be pre-populated in advance of next work plan; make these columns unfillable. | | | |
| Average number of credits attempted in year one | | | | | |
| Average number of degree-applicable credits attempted in year one | | | | | |
| Full-time students | | | | | |
| Persisted from term one to term two | | | | | |
| College-level course success rate | | | | | |
| TRANSFERRABLE MATH & ENGLISH COMPLETION | | | | | |
| Successfully completed transfer-level math in year one | | | | | |
| Successfully completed transfer-level English in year one | | | | | |
| Successfully completed both transfer-level English and math in year one | | | | | |
| FIRST TERM MOMENTUM | | | | | |
| Successfully earned 6+ college credits in first term | | | | | |
| Successfully earned 12+ college credits in first term | | | | | |
| Successfully earned 15+ college credits in first term | | | | | |
| Attempted 15+ college credits in first term | | | | | |

CCC GP Guided Pathways Allocations

| Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period. | | | | |
|---|---|--|----------|---------------|
| Sample Categories | \$ (Prefilled from allocation formula) | | | |
| | Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022. | | | |
| | Anticipated % | Anticipated amount (auto populate based on % noted) | Actual % | Actual amount |
| Personnel or Release Time | | | | |
| | 70% | | | |
| | | | | |
| Professional Development | | | | |
| | 20% | | | |
| | | | | |
| Software | | | | |
| | 0% | | | |
| | | | | |
| Other | | | | |
| | 10% | | | |
| | | | | |
| | | | | |
| TOTAL | 100% | | | |

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

| | |
|---|--|
| The inclusion of high school grades into the assessment/placement process | Describe here We are using HS data/GPA in assessment/placement for English, Math, Reading, and ESL. |
|---|--|

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

| |
|---|
| <p>Maintain the stated commitment to having Guided Pathways inquiry, design, and implementation be a completely locally driven and determined process.</p> <p>Enable all Workplans to be editable works-in-progress that can be changed and updated, especially since community colleges and districts are engaged in budget cutting measures due to declining apportionments.</p> <p>Release the funds in a timely manner, so that colleges can allocate the funds per their Workplan timelines.</p> <p>Advocate for more state legislature allocations to the CCCCO for colleges' Guided Pathways work and progress</p> |
|---|