

# 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](mailto: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 <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>1. Cross Functional Inquiry</b> - 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>	Early Adoption	<p>College shared governance committees will incorporate cross-functional inquiry and planning based on key performance indicators and elements of guided pathways.</p> <p>New cross-functional committees will be established to directly target GP elements.</p>	Existing shared governance organizational structure will be modified to include more time for inquiry, design, and integration across divisions, programs, and services.	Committees will function with an Appreciative Inquiry model, incorporating data in decision-making and the cycles of planning, assessment, and improvement.	Early Adoption to 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><b>2. Shared Metrics</b> - 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>	<p>Early Adoption</p>	<p>Integrate key performance indicators fully into college planning systems and documents.</p> <p>Train shared governance and cross-functional committees to fully utilize data in planning and implementation.</p> <p>Develop more GP-oriented data tools to inform planning and implementation.</p>	<p>Existing Office of Research, Planning, and Institutional Effectiveness and the Gavdata tool will be integrated more fully into planning and implementation efforts.</p>	<p>Programs will utilize easily available metrics to plan and evaluate programs.</p> <p>Shared governance committees will incorporate data into their planning and implementation system in order to track progress in improving key performance indicators (KPIs) and make needed improvements.</p>	<p>Early Adoption to Full-Scale</p>
<p><b>3. Integrated Planning</b> - 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</p>	<p>Early Adoption</p>	<p>Refine the integrated planning system to hone in on metrics, goals, and planning tools that are directly aligned to GP outcomes.</p> <p>Reference Guided Pathways goals in reviewing and funding new initiatives.</p> <p>Program planning will be inclusive and cross-functional, and plans will be communicated widely.</p>	<p>Existing Integrated Planning committees such as Institutional Effectiveness, Budget, and Strategic Planning will be reviewed and revised to operate with attention to Guided Pathways elements.</p>	<p>Cross-area planning will result in enhanced programs and services, integrating curriculum and career/transfer preparation.</p> <p>The college community will have an increased understanding of the relationship between planning, GP elements, and improved student outcomes.</p>	<p>Early Adoption to Full-Scale</p>

**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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
processes, leveraging 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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>4. Inclusive Decision-Making Structures</b> - 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>Early Adoption</p>	<p>Intentionally include students, part-time faculty, and staff in shared governance in general and GP cross-functional teams in particular.</p> <p>Develop a compensation system to improve student and faculty participation in GP cross-functional teams.</p> <p>Improve communication regarding shared governance and GP cross-functional work.</p>	<p>Use existing shared governance and integrated planning mechanisms to improve inclusivity of decision making.</p>	<p>Students, staff, and part-time participation will improve in shared governance and cross-functional teams.</p> <p>A compensation system will be developed for involvement in GP participation.</p> <p>The college community will increase its participation in shared governance and GP cross-functional teams.</p>	<p>Early Adoption to Full-Scale</p>

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<p><b>5. Intersegmental Alignment</b> - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	Implementation	<p>Publicize current efforts and identify additional partnerships for outreach.</p> <p>Establish framework for clear pathways aligned with K-12, transfer, community, and industry.</p>	<p>Leverage existing partnerships with the following: Gavilan Educational Foundation; BSSOT Grant; Consortiums; Local K-12 Schools; Local Chambers of Commerce, Foundations, Downtown Associations, &amp; Service Clubs; MESA Partnerships with Industry and 4-year colleges; San Benito LULAC; American Legion/Vet Center; MH Learning and Loving Education Center; Silicon Valley Leadership; Gavilan Career Fair w/local Industry Partners; Gavilan Transfer Day with 4-year colleges; Ongoing 4-year college visits.</p>	<p>Increased awareness of campus-community-transfer partnerships will strengthen connections, increase opportunities for students, and ensure a seamless pipeline from HS to college and transfer/careers.</p> <p>Additional scholarships and Service Learning/internships will be available for students. Special populations, including veterans, immigrants, and ESL students, will be connected to programs and both on campus and in the service area.</p>	Implementation to Full-Scale
<p><b>6. Guided Major and Career Exploration</b> - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration</p>	Early Adoption	<p>Incorporate activities for major/career exploration within metamajors and throughout curriculum.</p> <p>Foundation and/or gateway courses, career exploration, and other scalable structures are</p>	<p>Career and Transfer Center; CTE Counselor &amp; Internship Staff; Service Learning; Career exploration courses; Allied Health Workshops; Career &amp; Transfer Days; MESA/STEM internships.</p>	<p>Increase number of students who declare a major by 2nd semester; decrease number of students who change majors;</p> <p>Increase completion, and reduce time to</p>	Early Adoption to Full-Scale



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early on in a student’s college experience.		designed to help students choose a major early.		completion.	
7. <b>Improved Basic Skills</b> - (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.	Early Adoption	<p>To reach the goals of AB 705, Math will develop various accelerated pathways options, including co-requisites, immersion, and refreshers.</p> <p>English will provide a comprehensive acceleration plan. Academic and student support will be integrated to ensure greater success. Professional learning on acceleration, best practices in learning assistance, and use of data will be enhanced.</p>	<p>Multiple Measures are being piloted and assessed to allow more students to start at transfer level. English and math have successfully implemented accelerated courses for several years. A designated counselor for Basic Skills classes assists with major and career exploration. Math and English boot-camps, boot-camps are offered on campus and at high schools. Embedded tutoring and labs/tutoring programs provide academic support. Early Alert / Early Connect helps connect at-risk students with services. Acceleration training is offered for faculty. In English, reading &amp; writing courses are integrated, with theme-based and discipline-</p>	<p>After building a solid foundation in English and math, more students will be successful in transfer-level courses and beyond.</p>	Early Adoption to Full-Scale

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			<p>focused English 1A courses as models for meta-majors.                      A faculty manual for accelerated courses has been developed.                      Department websites with clear course info and SLOs are accessible to faculty and students.</p>		
<p><b>8. Clear Program Requirements - (Clarify the Path)</b>                      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</p>	<p>Early Adoption</p>	<p>Strengthen interdepartmental collaboration and develop metamajors.</p> <p>Map all majors.</p> <p>Create predictable scheduling with 2-year rotation based on demand and guaranteed courses for degree completion.</p>	<p>The following tools and structure will be used to achieve the GP outcomes:                      Assist.org;                      General Ed patterns;                      Guided Pathways in some CTE programs.                      Enrollment Management Team;                      Online Education Initiative (OEI);                      AD-T degrees;                      2 year course rotations available in some programs.</p>	<p>Metamajors are clear.                      All majors are mapped.                      Predictable course offerings.                      Better completion rates in a reasonable amount of time.                      Higher retention rates.                      A reduction in the number of students taking excessive units.</p>	<p>Early Adoption to Full-Scale</p>

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

**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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select “Not applicable” from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>9. Proactive and Integrated Student Supports</b> - (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>An integrated academic/student services support model will allow us to assess needs, connect students to services, and identify where gaps exist to plan for integration or expansion.</p> <p>Students will be provided with multiple “touch points”, particularly in their first few terms, which connect them to existing support systems.</p>	<p>Categorical and special programs provide a model; however, we need to incorporate flexible ways to support all students and academic program needs.</p> <p>The following existing services will be leverage to more systematically serve students: GUID 210 connects NEW to college w/academic and non- academic supports. Kickstart provides basic information.</p> <p>Academic support includes Writing Center, Learning Commons, Math Lab, Tutoring, peer mentors, Supplemental Instruction in science and math, and fellows in English courses.</p> <p>Other services include: Campus Tours SSSP Super Saturday Food pantry Categorical Programs</p>	<p>Equal access to support for evening, distance ed, off-site, and college-level students. Cross-functional technology informs students about key deadlines and milestones. Mandatory new and continuing student orientations (annual). Mandatory cross training student support services, faculty/etc. Counseling embedded into academic and CTE programs. Online Assessment tool to identify student milestones and barriers. CCC Apply used with enhancements. Academic and student services staff provide integrated student support.</p>	<p>Early Adoption to Full-Scale</p>

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

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			CCC Apply Retention Specialist		
<p><b>10. Integrated Technology Infrastructure -</b> (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>	<p>Early Adoption</p>	<p>Ensure adequate staffing in MIS, Student Services, etc., to connect students to the technology, campus information, and support services,</p> <p>Use milestone tracking and other data tools to ensure that staff and faculty can identify at-risk students and provide needed interventions.</p> <p>Assess existing technology and reporting within a guided pathways framework. Update as needed to ensure access for students and other stakeholders.</p> <p>Ensure adequate support for MIS staff to respond to technology needs. Create a campus-wide plan to use data acquired from tech</p>	<p>Completion data is obtained from Gavdata and GIDS. Early Connect helps instructional faculty and student services staff identify basic skills students who need additional support. These efforts will be scaled up.</p>	<p>Increased number of students who complete GUID 210 in first semester.</p> <p>Increased number of students who have and updated comprehensive Ed plan.</p> <p>Increased student success, persistence, degree-completion, and transfer rates.</p> <p>On the campus website, students and faculty/staff have access to comprehensive information about majors, program maps, and related career and transfer information.</p>	<p>Early Adoption to Full-Scale</p>

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		tools more effectively.			
<p><b>11. Strategic Professional Development</b> - (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.</p>	<p>Early Adoption</p>	<p>Form a Professional Learning Steering Committee that will develop a learning Hub in the TLC, with a campus-wide integrated learning plan and activities.</p> <p>The campus has many groups responsible for different types of professional learning activities, including technology workshops and mandated compliance training. The goal is to streamline and reduce redundancies for maximum effectiveness and efficiency.</p> <p>Provide release time for Professional learning for all staff becomes an objective on all program plans.</p>	<p>The Steering Committee will be formed with representatives from all programs involved in professional learning. The Teaching and Learning Center (TLC) (with in-person and online access) would be utilized as a centralized hub and repository for all professional learning.</p>	<p>Increased access to meaningful, relevant training improves attendance in flex activities.</p> <p>Annual assessment reveals improvement in student success.</p> <p>Participants in trainings demonstrate knowledge gained by increased efficiency in job duties.</p>	<p>Early Adoption to Full-Scale</p>

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<p><b>12. Aligned Learning Outcomes</b> - (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>	<p>Early Adoption</p>	<p>Develop professional learning that makes SLOs meaningful as part of a cycle of course-level, department, and program improvement.</p> <p>SLO data is mapped to PLOs and ILOs and GELO’s and referenced in program plans, integrated planning, and budgeting.</p> <p>Events are scheduled to review outcomes within and across programs.</p>	<p>Strengthen the connection between the Institutional Effectiveness Committee and: Curriculum, Professional Learning Steering Committee, Department chairs, Senate, Guided Pathways Task Force.</p> <p>The SLO coordinator will coordinate with professional development efforts, IEC, &amp; department chairs. SLO, PLO and ILO assessment need more intentional integration into program planning process.</p>	<p>Continuous cycles of improvement at course, program, and institutional levels.</p> <p>Gaps in programs identified and addressed.</p> <p>Resources allocated based on needs identified through assessment cycle.</p> <p>Modifications and innovation are driven by student need.</p>	<p>Early Adoption to Full-Scale</p>
<p><b>13. Assessing and Documenting Learning</b> - (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</p>	<p>Early Adoption</p>	<p>Students will be involved in assessment of their own outcomes.</p> <p>SLO, PLO, &amp; ILO rotation will be created to revise/review in a comprehensive model.</p> <p>Create protocols for analyzing SLO’s, PLO’s, and ILOs within departments and institutionally through the IEC and other key committees, including</p>	<p>All courses are assessed within a five-year cycle.</p> <p>The office of institutional research will provide input and training around data sources.</p> <p>MIS will help create systems for collecting and sharing information.</p> <p>Department and program self-study and plans are based on</p>	<p>Broad campus-wide understanding of how learning outcomes are assessed, and their critical role in planning and improvement cycles.</p> <p>Students apply assessment strategies to increase course-level success and progress towards academic completion goals.</p>	<p>Early Adoption to Full-Scale</p>

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students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.		strategic planning and the GP Task Force. Track and report curriculum and program changes based on SLO/PLO analysis.	SLO’s and PLO’s.  Through the integrated planning cycle and based on LO assessments, IEC makes recommendations for budgeting and staffing.		
14. <b>Applied Learning Outcomes</b> - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	Early Adoption	Increase service learning initiatives; broaden efforts for career exploration throughout college, including internships and project-based learning.	Service learning, STEM internships, Field experience/practicum for Child development; Current Civic Engagement Practices [5 Tiers: 1) Learning about our community, 2) doing research about our community; to be shared online, 3) project based learning w/ a community “flavor,” 4) service learning on campus, 5) service learning in underserved community]; Integrated/embedded tutors and peer educators.	Multiple applied learning opportunities within each meta-major (Internship, service learning, job shadowing, interviews, etc.)	Early Adoption to Full-Scale



## 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				
<b>Inquiry (1-3)</b>				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
<b>Design (4-8)</b>				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
<b>Implementation (9-14)</b>				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

## 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
<b>PARTICIPATION</b>					
		To be pre-populated in advance of next work plan; make these columns unfillable.			
Number of students	808				
Average number of credits attempted in year one	17				
Average number of degree-applicable credits attempted in year one	14				
Full-time students	264 (33%)				
Persisted from term one to term two	544 (67%)				
College-level course success rate	71%				
<b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>					
Successfully completed transfer-level math in year one	68 (8)				
Successfully completed transfer-level English in year one	204 (25%)				
Successfully completed both transfer-level English and math in year one	57 (7%)				
<b>FIRST TERM MOMENTUM</b>					
Successfully earned 6+ college credits in first term	213 (26%)				
Successfully earned 12+ college credits in first term	75 (9%)				
Successfully earned 15+ college credits in first term	13 (2%)				
Attempted 15+ college credits in first term	41 (5%)				

### CCC GP Guided Pathways Allocations

Please <b>estimate the anticipated percentage of the CCC GP allocation to be used</b> 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
<b>Personnel or Release Time</b>				
	70%			
<b>Professional Development</b>				
	20%			
<b>Software</b>				
	10%			
<b>Other</b>				
<b>TOTAL</b>	100%			

**Required per EC Section 88922 (c)**

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

<p>The inclusion of high school grades into the assessment/placement process</p> <p>The assessment process for math and English courses includes high school grades as one of the measures for placement directly into transfer level.</p>	<p>Describe here</p>
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**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):**

As individual college plans emerge and truly guided pathways systems are developed additional touch points and services will be required. Our current funding formula does not allow for that level of support. We would suggest a needs assessment as plans emerge at colleges for a more realistic funding approach for ensuring students successfully complete pathways.