

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.

Timeframe: **Spring 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 each 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?	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 –</p> <p>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>	Early Adoption	<p>Spring 2018: Four cross-functional workgroups will begin to explore and define:</p> <ul style="list-style-type: none"> (1) Meta-Majors (Academic Clusters) (2) Program Mapping (existing curriculum) (3) Student Support (Scaling 1st-Year Experience Support Services) (4) Education & Career Alignment <p>Each functional workgroup will develop its vision and the research/local data metrics that will be used to determine “success”.</p> <p>The Institutional Research department will prepare data reports of Key Performance Indicators, disaggregating the data for a variety of student populations.</p> <p>The Guided Pathways Steering Group will monitor the College’s progress on this Key Element, drafting future plans and activities as necessary.</p>	<p>Existing efforts include:</p> <ul style="list-style-type: none"> • Student Equity research activities • 3SP Action Plans • Basic Skills (BSSOT) • High School Dual Enrollment Pathways • Regional CTE Consortia (SCCRC) and Strong Work Force Planning • Annual Program Review and Planning (department level) based on disaggregated student success data by discipline • Student success data by course-level data, disaggregated for a variety of student populations available to programs via Tableau dashboards 	<p>These workgroups will have provided the Steering Group the following deliverables:</p> <ul style="list-style-type: none"> (1) Report on College’s current status in regards to the Guided Pathways “key element” in which they are addressing. (2) A draft of the workgroup’s vision for where the college would like to in 5 yrs in regards to the Guided Pathways “key element” in which they are addressing. (3) Conclusions gathered as part of their gap analysis (review disaggregated data), summarizing current challenges and potential barriers to successful completion, identifying areas to focus upon. (4) Establish appropriate benchmarks for determining successful implementation of each activity. 	In progress

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?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.		<p>Moorpark has contracted to work with Dr. Rob Johnstone to develop a college-wide strategy to define and provide a guided pathways' framework.</p> <p>In addition to identifying outcome-related data, the Guided Pathways Steering Group will recommend a framework for collecting formative feedback data (e.g., process analysis) for reflective practice. These data should include identifying intermediate markers and systems for assessing student experience.</p>	<ul style="list-style-type: none"> • Held Exploring California Pathways Forum (April 2017) • 'Exploring California Pathways': keynote presentation by Rob Johnstone during FLEX (April 2017) • 'No More Paths to Nowhere: Guided Pathways at Bakersfield College': keynote presentation by Bakersfield College during Fall FLEX (August 2017) • Visited Bakersfield College (Aug 2017) • Moorpark College cross-functional team visited Mt San Antonio College for a leadership presentation on Guided Pathways (Aug 2017) • Developed reading groups for <i>Redesigning America's Community Colleges: A Clearer Path for Student Success (Fall and Spring semesters, 2017-18)</i> • Conducted Guided Pathways Update Townhall (Nov 2017) • Held 'Pathways Forum' with Rob Johnstone and Gretchen Schmidt as keynote presentation for Spring FLEX (Jan 2018) • Academic Senate President met with individual departments and divisions (Spring 2018) • Presentations at governance committee meetings: Student Success and Equity; Education Committee for Accreditation and Planning; Student Services Council; Classified Senate Council; Associated Students 	<p>Guided Pathways Forum provided on January 19, 2018). Academic Senate Council passed resolution in favor of Guided Pathways, supporting: "a Guided Pathways framework that encourages students to explore their academic and career goals and strengthens their success and completion in achieving those goals." (January 2018)</p> <p>Creation of a Guided Pathways Steering Group with cross-functional representation across all groups on campus: management, faculty both instructional and student support, classified, and students (January 2018)</p> <p>Creation and completion of Guided Pathways Work Plan by cross-functional team; approval by all elements of college community through standing committees (March 2018)</p> <p>Full presentation of Guided Pathways Work Plan to Board of Trustees (April 2018)</p> <p>2-Day workshop scheduled for April 2018 with NCII.</p> <p>Fall 2018 and Spring 2019 Follow-Up Workshops will be scheduled (one each semester).</p>	In progress

Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each 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?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>2. Shared Metrics –</p> <p>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	<p>Local benchmarking data will be gathered and made available to program faculty and staff.</p> <p>The Guided Pathways Steering Group will monitor the College's progress on this Key Element, drafting future plans and activities as necessary.</p> <p>Explore additional metrics for measuring success, disaggregating the data for a variety of student populations, including the implementation of the Statewide Simplified Metrics Initiative.</p> <p>The four workgroups will analyze data reports, searching for potential barriers to success and for high impact practices that are proving to be successful.</p>	We will build upon the current benchmarking data that has been used through our Integrated Plan (3SP, equity, and basic skills) activities, as well the metrics used to monitor our progress on reaching our 16 goals outlined in the College's 2017-19 Strategic Plan.	<p>Benchmarking data will be used to track progress on key activities; progress will be reported through existing program planning processes and institutional effectiveness reporting, as it relates to the College's 2017-19 Strategic Planning goals.</p> <p>The shared metrics for Guided Pathways will be used in the college's final year of its 2017-19 Strategic Plan and will be incorporated into its upcoming Education Master Plan.</p>	Scaling in Progress
<p>3. Integrated Planning –</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.</p>	Early Adoption	NEAR-FUTURE ITEM			

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 each 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?	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 –</p> <p>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>	Early Adoption	<p>Creation of a Guided Pathways Core Team (for Spring 2018 semester) to move Guided Pathways from discussion to planning.</p> <p>Creation of a cross-functional Guided Pathways Steering Group (to remain in place during planning and implementation) that will:</p> <ul style="list-style-type: none"> (1) Provide campus-wide perspective and guidance on the various activities taking place within each of the four identified workgroups (listed above). (2) Identify any gaps in Workgroup membership (do we have the right people and enough people on each team?) Recruit additional members if needed. (3) Write initial 18-Month CCCCO Guided Pathways Plan (the “plan-to-plan”) (4) Write “job-descriptions” for each Workgroup Lead <p>The Guided Pathways Steering Group will monitor the College’s progress on this Key Element, drafting future plans and activities as necessary.</p>	<p>The College will build upon its existing Decision Making processes and structures which are described in <i>Making Decisions at Moorpark College</i>. The College’s participatory governance structure has a long-standing commitment to college-wide communication and planning.</p>	<p>Four cross-functional workgroups will have been established:</p> <ul style="list-style-type: none"> (1) Meta-Majors (Academic Clusters) (2) Program Mapping (existing curriculum) (3) Student Support (Scaling 1st-Year Experience Support Services) (4) Education & Career Alignment <p>These workgroups will have provided the Steering Group the following deliverables:</p> <ul style="list-style-type: none"> (1) Report on College’s current status in regards to the Guided Pathways “key element” in which they are addressing. (2) A draft of the workgroup’s vision for where the college would like to in 5 yrs in regards to the Guided Pathways “key element” in which they are addressing. (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon. (4) Establish appropriate benchmarks for determining successful implementation of each activity. 	Full Scale

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?	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>5. Intersegmental Alignment - (Clarify the Path)</p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	In progress	<p>The cross-functional workgroup for Education & Career Alignment will begin to explore and define:</p> <p>(1) The College's overall vision for its intersegmental pathways (K12-to-College-to-Career-to-Transfer pipelines)</p> <p>(2) Fall 2018 Dual Enrollment "packages" to provide to current high schools so that course schedule can be created.</p> <p>(3) The College's overall strategy for providing intersegmental pathways, to increase college-going culture throughout our community.</p> <p>Workgroup will consist of three smaller workgroups:</p> <ul style="list-style-type: none"> • Dual Enrollment Workgroup • CTE Workgroup • General Ed Workgroup <p>Representatives of these three groups will form the larger workgroup to coordinate our pathway alignment with K-12, four-year institutions, and industry.</p> <p>The Education & Career Alignment Workgroup will monitor the College's progress on this Key Element, drafting future plans and activities as necessary.</p>	<p>K-12 Pathways:</p> <ul style="list-style-type: none"> • President's Scholar Program • Moorpark College Transitions program, aligning curriculum with local middle and high schools • Dual Enrollment opportunities with our local high schools • Existing articulation agreements with our local high schools • Annual counselors' breakfasts providing opportunities for dialogue and planning between College counseling staff and local service-area high school counseling staff • High School students' 10-year plan & career assessments from Get-Focused/Stay Focused Program <p>Career Pathways:</p> <ul style="list-style-type: none"> • Regional Consortia Strategic Planning (Strong Work Force Plan) • Advisory Committees of all CTE programs representing industry partners <p>Pathways to 4-Year Institutions</p> <ul style="list-style-type: none"> • Provide Associate Degrees for Transfer (to CSU) • Development of UC Pathways • Developing pathway-agreements with local four-year schools (CSUCI in Education and Nursing; CLU; CSUN) • Project ALAS (grant) aligning curriculum between regional community colleges (SBCC, MC,OC, VC) and CSU, Channel Islands, sharing high impact practices • Collaborations on grant projects with CLU 	<p>K-12 Pathways to Moorpark College: Dual Enrollment Pathways between Moorpark College and two local high school districts (Simi Valley Unified and Las Virgines School District) will be defined (currently in progress in Spring 2018). The first year's courses will be successfully scheduled (fall 2018 and spring 2019), with enough student enrollments to meet minimum enrollment requirement. Additional pathways will be developed for at least two other local high schools within our service area.</p> <p>Moorpark College Pathways to Career College programs will continue to update curriculum to meet industry needs based on input provided by Industry Partners (Advisory Committees) and labor market data.</p> <p>Moorpark College Pathways to 4-Year Institutions: Future planning will focus on developing pathways between Moorpark College and four-year institutions.</p>	In progress (no-change)

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	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway)</p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	Early Adoption	<p>The cross-functional workgroup for Meta-Majors (Academic Clusters/Communities/Fields Areas of Interests) will:</p> <p>Explore options and best practices for developing/defining:</p> <ul style="list-style-type: none"> • Naming/branding of this work • Entry/On-Boarding Needs • Guided Career Exploration • Scaffolding certificate-to-degree-to transfer requirements for programs <p>If MC decides to develop "meta-majors" concept</p> <ol style="list-style-type: none"> (1) Draft overall vision for where MC wants to be in 5 yrs in regards to meta-majors. (2) Begin MC gap analysis (review data) to summarize current challenges, identifying areas to focus upon. (3) Begin defining meta-major categories and identify meta-major strategy to use for MC. <p>The Meta-Majors (Academic Clusters) Workgroup will monitor the College's progress on this Key Element, drafting future plans and activities as necessary.</p>	<p>Collaboration between student services and instruction is generally recognized as a foundational keystone of Moorpark College. Building upon this culture, instructional faculty, counseling faculty, and other service area staff will continue collaborating to identify the appropriate direction for the college to take in regards to this key element.</p>	<p>The Meta-Majors (Academic Clusters) Workgroup will provide the Steering Group the following deliverables:</p> <ol style="list-style-type: none"> (1) Evidence of college-wide presentations and forums discussing best practices, potential options, and potential concerns for implementing the concept of "meta-majors." (2) Evidence and documentation of college-wide dialogue about the vision for developing appropriate "meta-majors" or "academic clusters" IF the college faculty and staff agree that this is a valuable direction for our students (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon. 	Early Adoption (no change)

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	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
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.	Scaling In progress	NEAR-FUTURE ITEM			

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?	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)</p> <p>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.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>	Early Adoption	<p>The cross-functional workgroup for Program Mapping will:</p> <ol style="list-style-type: none"> (1) Explore options and research best practices for creating “program maps” that best provide a comprehensive education for our students. (2) Develop College vision for mapping programs. Identify program mapping strategy to use for MC. (i.e., include G.E.? 2-yr or 3-yr maps?) (3) Meet with program faculty and staff to discuss vision and identify potential areas of concern. (4) Begin MC gap analysis (review data) to summarize current challenges, identifying areas to focus upon. (5) Begin working with individual programs to develop program maps, mapping existing curriculum. <p>The Program Mapping Workgroup will monitor the College’s progress on this Key Element, drafting future plans and activities as necessary.</p>	<p>Developing pathways action plan identified in the College’s 2017-18 Integrated (Equity, 3SP, and Basic Skills) Plan: the college will provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement (CTE) completion.</p> <p>Examples of existing major and career pathways (sequences/ pathways in the college catalog and websites):</p> <ul style="list-style-type: none"> • Life and Health Science programs have published course (Allied Health, Health Sciences, Nursing, Radiologic Technology, Nuclear Medicine, and Optical Technology) • Media Arts programs (Journalism, Graphic Design, Multimedia, and Game Design) • Perform Arts programs (Theatre Arts and Technical Theatre Arts) • Kinesiology and Health programs (Fitness Trainer and Exercise Science) • Exotic Animal Training & Management 	<p>The Program Mapping Workgroup will provide the Steering Group the following deliverables:</p> <ol style="list-style-type: none"> (1) Evidence of college-wide presentations and forums discussing best practices, potential options, and potential concerns for implementing the concept of “program mapping” (2) Evidence and documentation of college-wide dialogue about the vision for developing appropriate “program maps” (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon. (4) First-round of program maps to be presented to various instructional programs, student support programs, participatory governance committees, and academic senate. 	Early Adoption (no change)

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?	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)</p> <p>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>	Early Adoption	<p>The cross-functional workgroup for Student Support will:</p> <ul style="list-style-type: none"> (1) Explore options and best practices for providing comprehensive, focused student-support for students. (2) Analyze student data and identify current challenges. (3) Identify student support needs and develop strategy to provide appropriate and timely support to our students over the course of their educational pathway. (4) Meet with program faculty and staff to discuss vision and identify potential areas of concern. <p>The Student Support Workgroup will monitor the college's progress on this Key Element, drafting future plans and activities.</p>	<p>Counselors have been embedded into instructional areas in the first-year experience, child development, STEM, DSPS, humanities, kinesiology, basic skills and math</p> <p>The College has had success with early alert in specialized student populations such as athletics and first-year experience. The technology is functioning well</p> <p>The District is exploring the purchase of Starfish (to replace Grades First)</p> <p>Financial Aid staff have been embedded into special population work groups and advisory boards such as AB540/Dreamers, Guardian Scholars, Veterans, EOPS/CalWorks/CARE, and CalFresh</p>	<p>The Student Support Workgroup will provide the Steering Group the following deliverables:</p> <ul style="list-style-type: none"> (1) Evidence of college-wide presentations and forums discussing best practices, potential options, and potential concerns for designing comprehensive and intentional student support strategies that are proactive and aligned with instruction (2) Evidence and documentation of college-wide dialogue about the vision for developing strategies to provide comprehensive and intentional student support strategies that are proactive and aligned with instruction (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon. 	Early Adoption (no change)

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	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
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.	Early Adoption	FUTURE ITEM			
11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	In progress	FUTURE ITEM			
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.	In progress	FUTURE ITEM			
13. Assessing and Documenting Learning - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	Full Scale	FUTURE ITEM			
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.	In progress	FUTURE ITEM			

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				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
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	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students	Autofill from Launchboard	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	Autofill from Launchboard				
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	Autofill from Launchboard				
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	\$ 272,917			
	Dropdown menu with timeframe choices: <u>Summer 2018-Summer 2019</u>			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Internal Notes for Budgeting	
Personnel or Release Time				
Professional Development				
Software				
Other				
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	Moorpark College currently uses multiple measures for placement into English and/or Math which include an Informed Self-Placement process and/or the review of high school transcripts
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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):

Statewide support of software that will allow access to students' high school transcripts (like CalPASS had tried to do), as well as software to help colleges manage student progress and successful completion of pathways. Also, access to software such as Portfolium, where students can develop e-Portfolios developed as part of career exploration and educational coursework.
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