

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 counseling faculty, 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	<ol style="list-style-type: none"> 1. Establish cross-functional Guided Pathways Leadership Committee (operational) 2. Establish Cross Functional GP data inquiry team in order to perform a deep data dive into GP KPI's and other barriers at MVC. 	<ol style="list-style-type: none"> 1. GP Leadership Committee will work closely with the Student Success and Equity Committee (SS&E) which over sees SSSP, Student Equity, Basic Skills, and Basic Skills Transformation. <ol style="list-style-type: none"> a. Initially established as an operational committee to the VP of Academic Affairs. 	<ol style="list-style-type: none"> 1. Spring 2018 – Spring 2019, Formal MVC Guided Pathways Committee established that meets regularly to discuss and evaluate progress and set direction for future GP work. <ol style="list-style-type: none"> a. Where the GP work plan is reviewed and updated annually b. Makes recommendations and creates updated work plans c. GP KPI's are reviewed and targets updated annually d. Reports on progress through governance structure, campus forums, and 	In Progress

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				<p>community forums.</p> <p>e. Incorporates feedback from constituent groups into planning.</p> <p>f. Home for annual Guided Pathways Action Plan.</p> <p>2. The GP Data Inquiry team begins meeting by March/April 2018 to understand data relevant to GP, asks secondary/tertiary questions, collects additional qualitative and quantitative data, and produces report on findings by Fall 2018.</p>	

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>	<p>Early Adoption</p>	<ol style="list-style-type: none"> 1. GP Data Inquiry Team will take a deep dive into KPI Data, and identify pathway roadblocks through quantitative and qualitative analysis that includes direct feedback from cross section of current students. 2. Office of Institutional Effectiveness will Create GP KPI Dashboard that is available to all campus constituents and is updated regularly by the Office of Institutional Effectiveness. 3. Work with other campus initiatives (BSI, SSSP, Student Equity, Strong Workforce, etc.) to integrate 	<ol style="list-style-type: none"> 1. Supported by the Office of Institutional Effectiveness (OIE). 2. Developed by OIE staff working with GP Data Inquiry Group and GP Leadership Committee. 3. SSSP, Student Equity, BSI, BSSOT, & SWP. 4. Additional research and outcomes analysis staff for OIE will leverage Title III part F grant funds, and Strong Workforce regional funding. Approximately, 1.5 FTE will be added to this office from these sources. 	<ol style="list-style-type: none"> 1. GP Data Inquiry team begins meeting by March/April 2018 to understand data relevant to GP, asks secondary/tertiary questions, collects additional qualitative and quantitative data. <ol style="list-style-type: none"> a. Produces initial GP data findings by Fall 2018 (August) 2. Creation of GP KPI Dashboard with data broken out by equity category and additional features (by program, service, or department) by Spring 2019 (February) 3. Identify shared benchmarks and KPIs with other campus initiatives (BSI, BSSOT, SSSP, Student Equity, and SWP) and begin incorporation by Fall 	<p>In Progress</p>

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		<p>GP Benchmarks.</p> <p>4. Strengthen the Office of Institutional Effectiveness in order to support action in moving towards GP framework.</p>		<p>2018 and consistently discussed as part of annual review and assessment efforts. Creation of Student Equity and Success Dashboard that includes equity gap indicators (Spring 2018).</p> <p>4. Additional research staff will be in place in the OIE to support the data work of the GP Data Inquiry Group, integration of KPIs with other college initiatives, and ongoing GP data inquiry.</p>	

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
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<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 existing initiatives and programs.</p>	Early Adoption	<ol style="list-style-type: none"> Engage in evaluation process of planning structures at MVC and work to integrate GP framework within outcomes assessment, program review, strategic planning, and resource allocation. Integration of GP Pathways into the 2018-2023 MVC Integrated Strategic Plan (Metrics, Activities, professional development, etc.). 	<ol style="list-style-type: none"> Engage in standing accreditation and governance processes to establish and conduct ongoing cycles of assessment that include GP metrics and framework. 	<ol style="list-style-type: none"> Spring 2018 – Spring 2019, Establish a regular evaluation cycle for all planning, assessment, allocation, and governance processes at MVC that includes questions about how GP is or is not integrated into these systems at MVC. <ol style="list-style-type: none"> Based on results make suggestions on how GP can be incorporated as an “overarching structure” into MVC systems and processes. Program Review, Resource Allocation, Outcomes Assessment, Strategic Planning, and 	Early Adoption

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
				Master Planning. 2. Spring - Summer 2018, MVC ISP will include GP KPIs and goals related to GP key elements.	

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.	Anticipate 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</p>	<p>Early Adoption</p>	<ol style="list-style-type: none"> 1. Establish formal cross- functional GP Leadership Committee with regular meetings and opportunities for campus input. 2. Hold regular college-wide GP pathways forums to keep campus up to date on GP work at MVC and for feedback. <ol style="list-style-type: none"> a. Focused updates to governance and leadership committees. 3. Create GP Website within MVC.edu to post all relevant GP information that is updated regularly. 4. Add GP as standing item on governance and operational committee agendas. 	<ol style="list-style-type: none"> 1. GP Leadership Committee will work closely with the Student Success and Equity Committee (SS&E) which over sees SSSP, Student Equity, Basic Skills, and Basic Skills Transformation. 	<ol style="list-style-type: none"> 1. Spring 2018 – Spring 2019, Guided Pathways Leadership Committee meets regularly with strong cross-functional participation and develops an ongoing process of reporting progress to campus across multiple platforms and venues. 2. Hold initial GP Campus forum to provide initial information and current status to MVC community Spring 2018 (April). 3. Create MVC GP Website linked to MVC front page Spring 2018 (March) <ol style="list-style-type: none"> a. Kept updated by GP Leadership Committee. 4. Work with governance leadership to add GP as a standing agenda on all committee meeting agendas Fall 2018 (August). 	<p>In Progress</p>

<p>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>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions</p>	<p>In Progress</p>	<ol style="list-style-type: none"> 1. Improve alignment and participation with 4-year colleges/universities <ol style="list-style-type: none"> a. Develop additional ADT Pathways b. Develop UC Transfer Pathways 	<ol style="list-style-type: none"> 1. Work through existing curriculum committee and process to create additional ADT and UC Transfer pathways. 2. Make use of existing MVC – K-12 Education Summits by inviting 4-year faculty and administrators to participate. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Spring 2018 – Spring 2019, work with CSUSB faculty and develop additional ADT degrees. b. Spring 2018 – Spring 2019, identify UC Transfer Pathways that are currently available to students, and additional pathways to develop. 	<p>In Progress</p>

<p>and industry partners to inform program requirements.</p>		<ol style="list-style-type: none"> 2. Include 4-year partners in current K-12 Educational Summits <ol style="list-style-type: none"> a. Create additional summit tracks for CTE, and Sciences 3. Participate with 4-year partner curriculum alignment discussions. <ol style="list-style-type: none"> a. CSUSB currently overhauling their curriculum as part of shift from quarters to semesters. 4. Identify dual enrollment opportunities for MVC students at UCR and CSUSB, and increase K-12 dual enrollment pathways. 	<ol style="list-style-type: none"> 3. Leverage newly expanded relationships with CSUSB and UCR to create venues for the discussion of transfer curriculum (ADTs, UC Transfer Pathways, & Major Prep). 	<ol style="list-style-type: none"> 2. Spring 2018 – Spring 2019, work with K-12 and 4-year intersegmental partners to become key players with MVC in pathway creation and maintenance. Hold Ed Summits to create the space for additional dual enrollment opportunities (K-12), ADTs (CSUSB), and UC Pathways (UCR). Summits will include additional breakout sessions for CTE, and the sciences. 3. Spring 2018 – Spring 2019, Facilitate faculty-to-faculty dialogue with CSU San Bernardino with a focus on areas in which MVC is developing ADTs. 4. Spring 2018 – Spring 2019, Potential dual enrollment for early upper division coursework at UC Riverside and CSU San Bernardino will be identified by Fall 2018 for pilot implementation in Spring 2019. By Fall 2018, MVC will transition from singleton dual enrollment courses to pathway course sequences with at least four high school partners beginning Fall 2018. 	
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<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>	<p>Early Adoption</p>	<ol style="list-style-type: none"> 1. Engage in academic and support services restructuring planning to support students in GP model. <ol style="list-style-type: none"> a. Include career and major exploration early in student's MVC experience. 2. Creation of Fields of Interest that groups programs and disciplines into areas that make sense to students. <ol style="list-style-type: none"> a. Creation of Field of Interest 	<ol style="list-style-type: none"> 1. Creation of fields of interest through activities with existing governance committees (Senate, Curriculum, APC, SPC, SS&E,) and ASMVC. <ol style="list-style-type: none"> a. Designed and executed by workgroup or subcommittee identified by GP Leadership Committee. 2. OIE will support this work and GP Leadership Committee to identify survey students to ascertain the typical proportion who are truly undecided students at entry to MVC. <ol style="list-style-type: none"> a. GP Leadership Committee to identify subcommittee to work on "exploration pathway" with goals for students to choose a path 	<ol style="list-style-type: none"> 1. Spring 2018 – Spring 2019, model for restructuring of student services, academic services, and academic programs into program clusters or schools that includes student success partnership teams (faculty, counseling faculty, and staff) will be developed and begin implementation. 2. All academic programs at MVC will be grouped into a field of interest related to broad career area by Fall 2017. <ol style="list-style-type: none"> a. This information will be prominently featured on the website and incorporated in college orientation, and entrance counseling by Fall 2018. 3. Survey students to identify the typical proportion who are truly undecided students at entry to MVC by Fall 2018. <ol style="list-style-type: none"> a. GP Leadership Committee to identify subcommittee to work on "exploration pathway" with goals for students to choose a path 	<p>Early Adoption</p>

		<p>Ed Plan Templates to help students get started.</p> <ol style="list-style-type: none"> 3. Need to identify the population of students who are truly “exploring” their educational path and create first year education plan that will help them make a pathway choice. 4. Assessment of Educational Goal and major data, and improve processes for updating/validating this data. 	<p>by the end of the first term and end of the first year.</p> <ol style="list-style-type: none"> 3. OIE to support this analysis. 4. GP Leadership committee will identify work group/subcommittee to engage in this work. 	<p>by the end of the first term and end of the first year by Spring 2019.</p> <ol style="list-style-type: none"> 4. Spring 2018 - Spring 2019, MVC will develop reliable educational goal data for all students that is validated at least once a year with the student. 5. Spring 2018 - Spring 2019, the college will complete a plan for the incorporation of guided major and career exploration throughout a student’s path at MVC. <ol style="list-style-type: none"> a. Initial phase of college restructuring/reorganization. 	
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<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>In Progress</p>	<ol style="list-style-type: none"> 1. Explore the possibility of co-requisite and other acceleration models in English, mathematics, ESL, and reading. 2. Beginning Spring 2019 Implement Statway model of acceleration in mathematics. 3. Continue to refine MMAP full-scale implementation to increase the likelihood of student completion of college level math and English. 	<ol style="list-style-type: none"> 1. Leverage work that is already ongoing within the English department for co-requisite support of basic skills students. 	<ol style="list-style-type: none"> 1. Spring 2018 – Spring 2019, MVC will continue to support accelerated learning in mathematics and English, and be moving beyond a pilot phase for co-requisite acceleration in English by the end of Spring 2019. <ol style="list-style-type: none"> a. Discussions of how to restructure ESL and Reading are underway. 2. Beginning Spring 2019, at least four Statway sections will be offered per semester. 3. Prior to Fall 2018, MMAP placement matrices will be further adjusted to improve the likelihood of students completing college level math and English within 1-year. 	<p>In Progress</p>
<p>8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones)</p>	<p>Early Adoption</p>	<ol style="list-style-type: none"> 1. Create degree, certificate, and Field of Interest maps for all programs at MVC. 2. Perform analysis of existing degree pathways against scheduled courses to identify bottlenecks that prevent students from completing 	<ol style="list-style-type: none"> 1. Work with the Academic Planning Council and all assistant chairs to create degree maps. 2. Work with Deans of Instruction. 3. Work with Director of Financial Aid. <ol style="list-style-type: none"> a. GP Leadership team identifies work group/subcommit 	<ol style="list-style-type: none"> 1. Spring 2019, all programs will have degree and certificate maps available and posted to their websites. <ol style="list-style-type: none"> a. Degree and certificate maps available to counseling faculty, students, and included as templates in EduNav. 2. Spring 2018 – Summer 2018, Identify bottleneck courses and implement scheduling solutions as part of degree/certificate 	<p>In Progress</p>

<p>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 and career outcomes).</p>		<p>their degrees. Create two- year course offering plans for all degrees and certificate programs.</p> <ol style="list-style-type: none"> 3. Restructure department web pages under GP framework to include degree maps and other information that students need. 4. Work with RCCD taskforce on earlier enrollment and ultimate annual scheduling/enrollment for students. 	<p>tee to create model department and program website templates.</p> <ol style="list-style-type: none"> 4. Work with RCCD Enrollment Management workgroup on earlier/multi-term registration. 	<p>maps, two-year plans.</p> <ol style="list-style-type: none"> 3. Spring 2018 - Spring 2019, departments will have new departmental and program web page templates and the first pilot departments will be implementing the new templates. 4. By Fall 2018, RCCD and MVC will have implemented earlier registration windows that allow for student enrollment while they are still on campus. In addition, students may be able to register for up to two terms at a time. 	
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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>	<ol style="list-style-type: none"> 1. Engage in dialogue and planning for restructuring campus programs, departments, and services in support of the GP framework by forming a cross-functional team focused on this issue 2. Explore predictive analytics software focused on improving student outcomes (Civitas, Starfish, etc.) 3. Expand supplemental instruction and tutoring (both traditional and embedded) 	<ol style="list-style-type: none"> 1. Engage MVC Governance structure (APC, SPC, Senate, Student Success and Equity) in dialogue about restructuring. 2. Possible alignment and funding from SWP, BSI, BSSOT, SSSP, and Student Equity. 3. Work with SWP, BSI, Student Equity, and Academic Support Services to identify potential additional resources for expansion of SI and tutoring. 	<ol style="list-style-type: none"> 1. Spring 2018 – Spring 2019, model for restructuring of student services, academic services, and academic programs into program clusters or schools that includes student success partnership teams (faculty, counseling faculty, and staff) will be developed and begin implementation. 2. Spring 2018 – Spring 2019, MVC will examine predictive analytics software for student success and consult with district IT and our sister colleges about the possibility of implementing a solution. 3. Spring 2018 – 	<p>Early Adoption</p>

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				<p>Summer 2018, MVC Academic Support Services will work with the Office of Institutional Effectiveness and relevant academic departments to identify additional difficult courses in which students would benefit from SI. In addition, funds from the various sources are identified to expand both SI for the courses noted above and traditional tutoring services.</p>	

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

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<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>	<p>Early Adoption</p>	<ol style="list-style-type: none"> 1. Implement EduNav educational planning software <ol style="list-style-type: none"> a. Use EduNav educational plan data to inform scheduling 2. Explore predictive analytics software to support student success and completion of guided pathways. 	<ol style="list-style-type: none"> 1. Current RCCD EduNav workgroup. 2. Possible alignment and funding from SWP, BSI, BSSOT, SSSP, and Student Equity. 	<ol style="list-style-type: none"> 1. Spring 2018 - Spring 2019, fully implement EduNav for the creation of student educational plans, and make the aggregate data in these plans available to Academic Affairs to assist in the planning of future schedules. 2. Spring 2018 - Spring 2019, examine predictive analytics software for student success, consult with district IT and our sister colleges about the possibility of implementing a solution. 	<p>Early Adoption-In Progress</p>

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>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.</p>	<p>Early Adoption</p>	<ol style="list-style-type: none"> 1. Create venue(s) for all efforts engaged in PD to come together to <ol style="list-style-type: none"> a. Assess the level at which the strategic professional development elements listed above are currently implemented. b. Discuss and establish coordination of PD across all initiatives and programs. 2. Provide additional PD in GP concepts: <ol style="list-style-type: none"> a. Backward Design and Degree Maps b. Cross Functional 	<ol style="list-style-type: none"> 1. MVC Faculty Development Committee and current professional development funds. 2. MVC Faculty Development Committee and current professional development funds along with other categorical funds for PD (GP, SWP, Student Equity, SSSP, BSI, BSSOT). 3. MVC Faculty Development Committee and 2018-2023 	<ol style="list-style-type: none"> 1. Spring 2018 - Spring 2019, develop an overarching PD structure that includes all campus constituent groups (faculty, staff, administrators, and students) that works with all available sources of funding (general fund and categorical fund) to support strategic PD at MVC. 2. Spring 2018 – Summer 2018, develop PD on the specific GP areas of knowledge for implementation in Fall 2018 with a plan for ongoing PD on these topics. 3. Spring 2018, receive input from current 	<p>Early Adoption</p>

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		<ul style="list-style-type: none"> c. Organization Change leadership d. Scaled Integration of Student Support Services within Academic Programs e. Project-based experiential learning. <ol style="list-style-type: none"> 3. Align PD with college strategic goals. 4. Develop regular assessment of PD for all constituent groups 	<p>Integrated Strategic Plan.</p> <ol style="list-style-type: none"> 4. MVC Faculty Development Committee and categorical programs that fund PD (GP, SWP, Student Equity, SSSP, BSI, BSSOT). 	<p>governance committees and stakeholders relative to PD included in the 2018-2023 Integrated Strategic Plan, including elements needed for GP implementation.</p> <ol style="list-style-type: none"> 4. Spring 2018 - Spring 2019, implement a regular cycle of assessment of the effectiveness of PD across all PD initiatives at MVC. 	

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<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	No activities during this work plan cycle.			In Progress

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<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 to improve the effectiveness of instruction in their programs.</p>	<p>Early Adoption</p>	<p>No activities during this work plan cycle.</p>			<p>Early Adoption</p>

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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>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>	<p>No activities during this work plan cycle.</p>			<p>Early Adoption</p>

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.					
SEE KPI DATA HANDOUT					
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	\$ 234,366			
	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				
Faculty Co-Chair Reassign Time, GP Pathway LC Summer Special Projects, GP Data Inquiry Team Summer Special Projects	63%	\$147,651		
Professional Development				
	20%	\$46,874		
Software				
Website redesign services and software,	15%	\$35,154		
Other				
Supplies, Materials, and Printing	2%	\$4,687		
TOTAL	100%	234,366		

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>Moreno Valley College's initial implementation of MMAP began in Spring 2016, prior to the passing of AB705, as part of MVC's participation in the statewide Multiple Measure Assessment Pilot. The college focused its MMAP efforts on new, incoming direct matriculants who could both self-report on their high school GPA and grades in the highest level of math and English taken in high school and verify the report with an academic transcript. Using MMAP, a team assessed 804 students, 81 of whom were students enrolled in the college's FYE program. Unfortunately, the initial implementation was complicated by a communication breakdown. Of the 804 students assessed, only the 81 students in the FYE program received their MMAP results in time to enroll in the appropriate courses. The remaining 723 students did not receive the results of their MMAP placement until Fall 2016 when some students were already taking courses the MMAP results determined they did not need. For this reason, course completion rates for the 804 students assessed were not available until Fall 2017.</p> <p>Of the 81 students who were assessed using MMAP, 32 percent of the students enrolled in college-level math and 62 percent enrolled in college-level English classes. Prior to their MMAP assessment, 0 percent had placed into college-level math and 44 percent had placed into college-level English. The figures are similar for the whole cohort of 804 students. Based on the standardized test alone (AccuPlacer), 1 percent of students assessed placed into a transfer-level math course, with 36 percent placing one level below transfer, 23 percent placing two levels below, and almost 4 out of 10 students placing three levels below. When assessed using MMAP, by contrast, 47 percent of students placed directly into a transfer-level math course with 21 percent placing into one level below, 19 percent placing two levels below, and 1 out of 10 students placing three levels below transfer. A similar pattern is evident in students' placement into English. Using AccuPlacer alone, 1 in 10 students placed into the transferable college-level course. Using MMAP as a placement mechanism, however, 64 percent placed into transfer-level English. Because MVC's English discipline had shortened the English sequence prior to MMAP implementation, the remaining 36 percent of students placed one level below the transfer course. The combination of reassessing course sequence and MMAP implementation is allowing students to access transfer-level courses in a much faster pace than years past.</p>
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	<p>Since the initial implementation, MMAP guidelines were programmed into the district testing instrument and MVC decided to expand the MMAP assessment from only first-time direct matriculants to all students, expanding the cohort to 1,300 students. For both math and English, MMAP marks a dramatic difference, enabling students to enroll into a transfer-level course sooner than they would have otherwise. These increases in transfer-level placement in both English and math are hoped to translate into more students successfully completing transferable courses by Spring 2018 and support the decrease of time-to-degree, time-to-certificate, time-to-transfer, and altogether time-to-completion. (Source: MVC Office of Institutional Effectiveness, March 2, 2017).</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):

Describe here