

# 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 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? 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><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>1. Conduct Cross-Functional Inquiry regarding Guided Pathways (GP) within the following Inquiry &amp; Design Planning Structure:</p> <ul style="list-style-type: none"> <li>- Guided Pathways Steering Committee</li> <li>- Planning Group #1: Curriculum &amp; Pathways</li> <li>- Planning Group #2: Transitions</li> <li>- Planning Group #3: Student Experience and Support</li> </ul> <p>2. Each group invites targeted participation while being open at any time to all campus members, and is comprised by design of cross-functional campus constituents, inviting intersegmental partners (e.g. K-12, 4-year, Industry) as appropriate. Smaller Inquiry Work</p>	<ul style="list-style-type: none"> <li>- Shared Governance Bodies, including Work Groups as appropriate (e.g. SSSP Advisory, Student Equity Council, CTE Working Group)</li> <li>- Institutional Research</li> <li>- Transfer and Career Center</li> <li>- Career Pathways Trust Grant</li> <li>- First Year Experience Program</li> <li>- General Counseling</li> <li>- Special Programs &amp; Services</li> <li>- Outreach Planning Group</li> <li>- Various Initiatives of Instructional Divisions (e.g. STEM and Business)</li> <li>- Industry Advisory Boards</li> <li>- IEPI Guided Pathways Workshops and Technical Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Working definition of a Guided Pathway for Chabot College</li> <li>• Creation of a well-developed work plan beyond the next 18 months</li> <li>• Increased levels of awareness and participation demonstrated on Self-Assessment Survey Tool</li> </ul>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

**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>
		<p>Groups break out as needed.</p> <p>3. GP Steering Committee will bring cross-functional inquiry topics as appropriate to Shared Governance, Administrative, and Division-level bodies, as well as campus-wide (e.g. using College Day, FLEX Day, surveys, focus groups, etc.).</p> <p>4. Through these means, establish and examine baseline data, develop Chabot’s inquiry questions, and explore relevant local and regional/national best practices to Define “Guided Pathway” for Chabot College and further finalize multi-year Work Plan.</p> <p>Examples of inquiry questions:</p> <ol style="list-style-type: none"> <li>1) How do we serve and support all</li> </ol>			

**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>
		<p>students, decided and undecided to find their path, while allowing for exploration and self-discovery?</p> <p>2) What are our current and potential future student groups?</p> <p>3) What services and supports need to be in place to address the needs of different populations (e.g. part-time, re-entry, ESL, Foster Youth, Veterans, etc.)?</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>
<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>	<ol style="list-style-type: none"> <li>1. Convene meeting with Institutional Research and campus constituents to review current shared metrics and identify key benchmarks along the current Chabot Student Milestone Framework in the Integrated Plan.</li> <li>2. Determine the need to integrate any additional metrics related to GP Key Performance Indicators (KPIs). Also define what baseline data we examine currently and would want to examine in the future that may fall outside the KPIs (equity gaps, educational goal groups, peer institution comparisons, etc.).</li> <li>3. Discuss integration of these data points into ongoing College Planning Process as part of the data reviewed and reported on during the Program Review process. GP Steering Committee,</li> </ol>	<ul style="list-style-type: none"> <li>- Institutional Research</li> <li>- Guided Pathways Steering Committee &amp; Planning Groups</li> <li>- Shared Governance Bodies and Working Groups</li> <li>- SSSP, Student Equity, Basic Skills, Strong Workforce</li> <li>- Career Pathways Trust Grant</li> <li>- First Year Experience Program</li> <li>- General Counseling</li> <li>- Special Programs &amp; Services</li> <li>- CTE Working Group</li> <li>- IEPI Guided Pathways and Technical Assistance</li> </ul>	<p>Key benchmarks and accompanying indicators are identified for key activities along the Chabot Student Milestone Framework.</p> <p>Baselines are established through the review of longitudinal data of key benchmarks and indicators.</p> <p>Increased levels of understanding of Guided Pathways and participation in Planning Groups</p>	<ul style="list-style-type: none"> <li>• Early Adoption</li> </ul>

**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>
		<p>Planning Groups and Chabot Administration continually note need for other metrics as they arise in planning process to determine if should become part of college-wide shared metrics.</p> <p>4. Hold campus-wide presentations and discussions of best practices and models for Guided Pathways.</p> <ul style="list-style-type: none"> <li>a. Review research on both state and national GP best practices, as well as examine our own best practices in the realm of pathway development and learning communities.</li> <li>b. Review local data on student success and state initiatives.</li> <li>c. Hold all-campus sessions on Flex Days summarizing research and data, explaining guiding</li> </ul>			



**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>
		<p>principles for this work, and present models of ways these are practiced at Chabot.</p> <p>5. Continue Institutional Research’s efforts of regularly presenting data to Shared Governance and College Administration. Through Guided Pathways Inquiry and Planning process, begin to identify potential means to improve performance on these data points such as through means identified in this Work Plan (e.g. improving onboarding, service hours, communication to students, clear pathway maps, etc.).</p>			
<p><b>3. Integrated Planning</b> - College-wide discussions are happening with all stakeholders and support/commitment has been expressed</p>	<p>Scaling in Progress</p>	<p>1. Conduct conversations with relevant Shared Governance committees related to developing and exploring Chabot’s Guided Pathways inquiry questions around</p>	<ul style="list-style-type: none"> <li>- Institutional Research</li> <li>- Chabot’s IEPI Working Group</li> <li>- Guided Pathways Steering Committee &amp; Planning Groups</li> <li>- Shared Governance Bodies and Working Groups</li> </ul>	<p>“True” Program Review piloted with 2-3 college programs</p> <p>Presentations made to relevant Shared Governance committees</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

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

<b>Key Elements of Self-Assessment (1-3)</b>	<b>Current Scale of Adoption</b>	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>
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>planning and resource allocation (e.g. Planning and Resource Allocation Committee (PRAC), Facilities and Infrastructure Technology (FIT), Instructional and Services Technology Committee (IST), Student Access, Success and Equity Committee (SASE), and CTE Working Group).</p> <p>2. Program and Area Review Committee (PAR) continues work developing a “True” Program Review based on Guided Pathways, definition of “program” vs. discipline based. PAR shares their recommendations with the Planning and Resource Allocation Committee (PRAC), the Academic, Classified and Student Senates, and any other relevant Shared Governance bodies.</p>	<ul style="list-style-type: none"> <li>-SSSP, Student Equity, Basic Skills, Strong Workforce</li> <li>-Career Pathways Trust Grant</li> <li>-First Year Experience Program</li> <li>-General Counseling</li> <li>-Special Programs &amp; Services</li> <li>-IEPI Guided Pathways and Technical Assistance</li> </ul>	<p>about GP Inquiry Questions</p> <p>Recommendations for realignment of resources are shared with the Shared Governance Committees</p> <p>Analysis of feasibility of expanding service hours of college student service centers is completed</p> <p>More students including evening-only and week-only students accessing services</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>
		<ol style="list-style-type: none"> <li>3. Begin conversations in Shared Governance bodies regarding leveraging existing initiatives and programs and any needed funding realignment for implementing Guided Pathways.</li> <li>4. Incorporate Guided Pathways inquiry questions during student user groups and focus groups to solicit student input.</li> <li>5. Utilize Chabot's Student Milestone Framework as a planning tool.</li> <li>6. Connect Guided Pathways planning into the existing Integrated Plan for Basic Skills, Student Equity and SSSP.</li> <li>7. Explore expansion of various campus service hours, such as Financial Aid, Learning Connection, Admissions</li> </ol>			

**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>
		and Records, Counseling, Assessment Center, Library, Health Center, Veteran's Resource Center, DSRC, Student Life a. Analyze budgetary impact b. Conduct time/use study to determine where/when to expand services first c. Assess student needs/desire (including looking at prior student survey results)			

**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>	Scaling in Progress	<p>See Key Element #1 related to Guided Pathways Planning Structure: GP Steering Committee and 3 GP Planning Groups.</p> <ol style="list-style-type: none"> <li>GP Steering Committee will determine and coordinate campus-wide communication and engagement opportunities, as well as targeted engagement with Shared Governance and students. Examples may include utilizing campus-wide days such as College Day and FLEX Day, as well as Division/Department meetings and student focus groups for more far-reaching input.</li> <li>Each Planning Group will determine if current structure established for completing the GP Work Plan Phase I will continue as is or undergo some reorganization. Ongoing Planning Groups as</li> </ol>	<ul style="list-style-type: none"> <li>- Guided Pathways Steering Committee &amp; Planning Groups</li> <li>- Shared Governance Bodies and Working Groups</li> <li>- SSSP, Student Equity, Basic Skills, Strong Workforce</li> <li>- Institutional Research</li> <li>- Chabot's IEPI Working Group</li> <li>- Career Pathways Trust Grant</li> <li>- First Year Experience Program</li> <li>- General Counseling</li> <li>- Special Programs &amp; Services</li> <li>- Athletics</li> <li>- Student Senate and other Student Leaders (e.g. Peer Advisors, Tutors, Student Assistants)</li> <li>- College Administration</li> <li>- Campus-wide Days (Professional Development Committee)</li> </ul>	<p>Guided Pathways structure for planning and inquiry groups is established</p> <p>Work group members set and oriented to our task</p> <p>Increased levels of participation from college community and students in GP Planning Groups</p> <p>Joint calendar of planning group meetings that is shared college-wide</p>	<ul style="list-style-type: none"> <li>• Full Scale</li> </ul>

**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>comprised after this assessment will then each convene individuals from across the college with knowledge and experience in academic pathways, student support and advising, and student experience programs as follows:</p> <ol style="list-style-type: none"> <li>a. Develop invitation list of individuals working in existing campus programs, student services areas and from each academic discipline.</li> <li>b. Send invitation to specific individuals and to the campus at large to participate in work group.</li> <li>c. Establish meeting dates, times, locations.</li> <li>d. Provide opportunities for individuals to participate as available and/or when their particular expertise is needed (e.g. inviting webmaster to a particular relevant meeting).</li> </ol>			

**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>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>	<p>Early Adoption</p>	<p>1. Continue and coordinate current intersegmental alignment efforts (K-12, Adult Education, 4-year, Industry/Community) initiated through Career Pathways Trust Grant, Hayward Promise Neighborhood, Alignment East Bay, P20 Basic Skills Consortium, Mid-Alameda County Consortium, Strong Workforce, Career and Transfer Center and Special Programs &amp; Services.</p> <p>a. Leverage these efforts in order to develop intersegmental pathway maps</p> <p>b. Address gaps in data systems; explore current and potential MOUs.</p> <p>c. Use these networks to disseminate career and pathway exploration content and on-boarding tools</p> <p>d. Review current industry and community partnerships related to these efforts (e.g. Industry Advisory Boards,</p>	<p>-Academic Pathways &amp; Student Success Division -General Counseling (e.g. around Career Services, Early Decision, new student intake, career assessments) -Special Programs &amp; Services - Webmaster - Admissions and Records - SSSP -Career &amp; Transfer Center -Career Pathways Trust Grant -Hayward Promise Neighborhood -Mid-Alameda County Consortium -Alignment East Bay -P20 Basic Skills Consortium -Strong Workforce Program -MESA Program -Outreach Planning Group -First Year Experience Program -Chabot Area Counseling Collaborative -College Administration -Student Groups -Early College Credit Program -Various Instructional Division Partnerships with K-12, 4-year and Industry -Industry Advisory Boards</p>	<p>Intersegmental maps created that include K-12 transition to Chabot</p> <p>Gaps in data systems identified and MOUs drafted, as needed</p> <p>A clear picture of what students say they need to successfully complete transitions related to onboarding, deciding and outgoing</p> <p>HS Students throughout Chabot service area have access to high quality courses focusing on career exploration, student success skills, and exposure to pathways.</p> <p>Appropriate and exciting marketing materials and strategies are in place, the college website reflects our messaging and is easy to access and find information for all incoming and current</p>	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>

**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>applied learning opportunities) and discuss ideas for coordinating partnerships. As additional pathways are identified in Phase I-5, identify need for additional partnerships and develop plan to pursue.</p> <p>3. Determine how our K-12 programs and services connect to Chabot’s Student Milestone Framework.</p> <p>4. Conduct student focus groups/surveys to gather student perspective for planning for all incoming student populations (working adults, high school students, alternative education students, special education students, formerly incarcerated, ESL, etc.):</p> <p>a. Identify broad cross section of personnel who can lead focus groups, create the survey/instrument/que</p>	<p>-Change It Now! Partnerships</p> <p>- ESL partnership with Adult Schools regarding curricular alignment and student support</p> <p>-Assessment &amp; Placement Meetings (AB705 implementation team- Assessment, English, Math, ESL, A&amp;R, etc.)</p>	<p>students.</p> <p>Creation of a well-developed work plan beyond the next 18 months</p>	



**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>stion</p> <ul style="list-style-type: none"> <li>b. Identify student groups to reach out to</li> </ul> <p>5. Explore and expand Early College Credit opportunities (articulation, dual enrollment) for courses that support students in deciding a path and promote student success skills (i.e. PSCN, computer literacy) and specifically what can be done over the summer:</p> <ul style="list-style-type: none"> <li>a. Begin work with the following departments to support an inquiry process and add additional areas as work progresses: Admissions &amp; Records, General Counseling, Special Programs &amp; Services, Academic Pathways &amp; Student Success Division, Applied Tech &amp; Business Division.</li> <li>b. Identify the gaps in our curriculum and explore development of new courses if needed</li> <li>c. Identify the gaps/missed</li> </ul>			

**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>opportunities in our schedule, especially for summer, for Early College Credit students</p> <p>d. Develop a handbook for scheduling and offering courses on high school campuses</p> <p>6. Develop more streamlined and efficient processes for articulation and dual enrollment and make these easy to access.</p> <p>7. Assess current Outreach services and staffing needs and develop a plan, including identifying funding and reviewing/developing job descriptions.</p>			
<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 early on in a</p>	Scaling in Progress	<p>See Key Element #8 related to:</p> <ul style="list-style-type: none"> <li>- Developing templates for the elements needed in a GP for academic pathways maps and academic program maps</li> <li>- Identifying academic pathways, major clusters, and academic programs within each.</li> </ul>	<ul style="list-style-type: none"> <li>-GP Planning Groups</li> <li>-Shared Governance Bodies</li> <li>-General Counseling (e.g. Early Decision, PSCN 25, Career &amp; Transfer Center, counseling services, SSSP)</li> <li>-Special Programs &amp; Services, including Learning Communities and support programs</li> </ul>	<p>Record of messaging to students</p> <p>Increase in students responding to specific instructions</p> <p>More students introduced to and participating in pathways</p>	<ul style="list-style-type: none"> <li>● Scaling in Progress</li> </ul>

**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>
student's college experience.		<ol style="list-style-type: none"> <li>1. Establish baseline regarding current guided major and career exploration practices, needs, gaps, and so on through cross-functional inquiry.</li> <li>2. Improve communication to students around major and career exploration, including program and GE options:               <ol style="list-style-type: none"> <li>a. Establish student user groups and focus groups to solicit feedback</li> <li>b. Research use of text messages</li> <li>c. Launch and utilize Recruit CRM Banner Module</li> <li>d. Establish faculty pilot group to explore Canvas alert features</li> </ol> </li> <li>3. Survey existing major and career exploration course and services at Chabot, determine expansion and/or enhancements, as well as recommend additional ways to integrate major and career exploration into onboarding process.</li> </ol>	<ul style="list-style-type: none"> <li>-MESA Program</li> <li>-First Year Experience Program, including Change It Now!</li> <li>-Career Pathways Trust Grant</li> <li>-Chabot Area Counseling Collaborative</li> <li>-Disciplines - Major Maps, Discipline Planning</li> <li>-Strong Workforce Program</li> <li>-Assessment Center</li> <li>-Admissions &amp; Records</li> <li>-Financial Aid</li> <li>-Peer Advisors</li> <li>-Elucian Recruit Implementation Team</li> <li>-Technology Committees and ITS</li> <li>-DSRC</li> <li>-Student Senate</li> <li>-SSSP Workgroup</li> <li>-RISE Program</li> <li>- Webmaster redesign project</li> <li>-Institutional Research</li> <li>-Early College Credit Programs</li> <li>-College Administration</li> <li>-Business Seminars</li> <li>-Social Sciences Open House</li> <li>-El Centro</li> </ul>	<p>Increase in faculty members utilizing Canvas alert features</p> <p>Increased enrollments and students enrolling in courses earlier</p> <p>Track how many students watch the videos and evaluate impact on services that they reference</p> <p>More students access support services (e.g., Counseling, Career &amp; Transfer Center, etc.)</p> <p>Appropriate and exciting major and career exploration tools and materials are developed and easily accessible on the college website by all incoming and current students</p> <p>Entry level courses in meta majors/pathways will contain common &amp;</p>	

**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>
		<ul style="list-style-type: none"> <li>a. Convene work group to discuss first year course, including reviewing best practices and scalability.</li> <li>b. Explore technology solutions (e.g. online Orientation, EAB)</li> <li>c. Review other related best practices</li> <li>d. Ensure scaling process creates pathways that incorporate and promotes all majors, degrees, and certificates and how they connect with careers</li> </ul> <p>4. Incorporate major and career exploration in onboarding content materials. Specific content to be worked on Phase I include:</p> <ul style="list-style-type: none"> <li>a. Developing student welcome and informational videos               <ul style="list-style-type: none"> <li>- Develop list of video topics by area</li> <li>- Establish pilot program for 2-3</li> </ul> </li> </ul>		<p>consistent college and career readiness strategies</p> <p>Counselors will be able to serve more students in group settings and provide pathway specific guidance</p> <p>Students leave PSCN 25 with a clearer idea of Chabot pathways and an improved first semester (abbreviated Student Ed Plan) SEPA that will allow for changing pathways if needed</p> <p>Plan drafted for staffing a comprehensive Career Services Center that serves all students across campus with support for choosing a path, exploring careers, job readiness, etc.</p>	

**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>videos</p> <ul style="list-style-type: none"> <li>- Establish calendar for creating, posting, sharing, and tracking video use</li> </ul> <p>b. Incorporating language translation into our public communication</p> <ul style="list-style-type: none"> <li>- Work with webmaster to incorporate this into website revisions</li> <li>- Identify most common non-English primary/preferred languages of students</li> <li>- Identify key printed student welcome materials to be translated</li> </ul> <p>5. Begin to explore how major and career exploration will be provided at key points along the Student Milestone Framework (e.g. Onboarding, Deciding, Outgoing) and clarify how services, supports, and systems will be aligned to support these</p>			

**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>interventions.</p> <p>6. Continue to develop opportunities for high school students to access courses focusing on career exploration, student success skills, and exposure to pathways.</p> <p>a. Begin work with the following departments to support an inquiry process (General Counseling, Special Programs and Services, Academic Pathways &amp; Student Success Division, Applied Tech &amp; Business Division)</p> <p>b. Identify the gaps in our curriculum and begin curriculum development process for new courses if needed</p> <p>c. Identify the gaps/missed opportunities in our schedule, especially for summer, for Early College Credit students</p> <p>d. Develop a handbook</p>			

**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>for scheduling and offering courses on high school campuses</p> <p>7. Explore the idea of tailoring PSCN 25 Orientation Workshop by pathway/meta major</p> <ul style="list-style-type: none"> <li>a. Work with PSCN coordinator, Assessment Center, First Year Experience (FYE), and others to review current PSCN and explore options</li> <li>b. Scan other community colleges for ideas</li> </ul> <p>8. Look at ways that entry level courses (i.e. ECD 50, ADMJ 50, ATEC 50, etc.) can embed some of the topics that are taught in PSCN courses (student success, career exploration, etc.)</p> <ul style="list-style-type: none"> <li>a. Work with faculty and all GP Planning Groups to explore these ideas and support re-writing course outlines and SLOs if needed (and</li> </ul>			

**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>SLO's)</p> <p>9. Review how Counselors' time is scheduled in and out of the office to allow for collaboration with other faculty and push into classrooms.</p> <p>a. Explore with Counselors, Faculty Association, Administration</p> <p>10. Career Center &amp; Career Services</p> <p>a. Evaluate existing career services and develop an action plan to improve, enhance and move toward providing comprehensive career services to all students.</p> <p>b. Develop plan in relation to Career &amp; Transfer Center staffing and program offerings.</p> <p>11. Identify career opportunities and applied learning options related to</p>			



**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>
		pathways and programs such as general education fields.			
<p><b>7. 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.</p>	Scaling in Progress	<p>1. Continue work in progress related to:</p> <ol style="list-style-type: none"> <li>assessment and multiple measures for improved placement</li> <li>curricular alignment with K-12 for improved preparation (e.g. K-12/Chabot Math Summits)</li> <li>course sequencing (e.g. math continues to review math course progression)</li> <li>co-requisite basic skills courses: continue work on math courses in progress and consider co-req or other options for English and ESL in light of AB705 after review of current data; seek IT support for automatically enrolling</li> </ol>	<p>Basic Skills Initiative</p> <ul style="list-style-type: none"> <li>-Basic Skills Student Outcomes Transformation Grant: Math Discipline (collaboration with K-12 partners)</li> <li>-SSSP</li> <li>-General Counseling (e.g. PSCN 25, Assessment Center, counseling)</li> <li>-Student Equity</li> <li>-Math, English, ESL Discipline-level work – faculty and Deans</li> <li>-Multiple Measures for improved placement</li> <li>- Assessment &amp; Placement Meetings (AB705 implementation team- Assessment Center, English faculty, Math faculty, ESL faculty, A&amp;R, etc.)</li> <li>-P20 Basic Skills Consortium (Math collaboration with 4-</li> </ul>	<p>Data review on current co-requisite math pilots is completed</p> <p>Plan for how college will address AB-705 in English and ESL.</p> <p>ESL students will receive accurate placement into the curriculum; AB705 will be successfully implemented.</p> <p>Students leave PSCN 25 with a clearer idea of the pathways that Chabot has to offer and an improved first semester SEPA that will allow for changing pathways if needed</p> <p>All pathway maps</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

**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>students into appropriate co-requisite</p> <p>2. Improve ESL assessment and placement through alignment and connection to Adult School ESL programs</p> <ol style="list-style-type: none"> <li>Identify gaps in curriculum between adult schools and Chabot ESL</li> <li>Identify reasons why ESL students are hesitant to attend adult schools, even when underprepared</li> <li>Identify ways to improve onboarding and counseling support of ESL students (i.e. PSCN 25, multiple measures placement, etc.)</li> </ol> <p>3. Incorporate appropriate basic skills sequence into the newly developed pathway maps and incorporate usage into PSCN 25 Orientation</p>	<p>year)</p> <ul style="list-style-type: none"> <li>-Mid-Alameda County Consortium (Adult Ed) collaboration with Chabot ESL</li> <li>-Library</li> <li>-Learning Connection, WRAC, ESL Language Center, STEM Center</li> <li>-Other Tutoring Services such as through El Centro, Striving Black Brothers, Puente, NetTutor</li> <li>-Math Jams</li> <li>-Strong Workforce Programs funded Math Instructional Assistant for CTE Pathways housed in Collaborative Projects Space Building 100</li> </ul>	<p>developed include the appropriate basic skills course sequence</p> <p>Additional academic learning supports and funding needed to support them are identified</p>	

**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>Workshop.</p> <p>4a. Assess current learning support related to Basic Skills through Learning Connection, Writing and Reading Across the Curriculum Center (WRAC), ESL Language Lab, Library, STEM Center, Math Jams, and program specific learning support (e.g. El Centro, Umoja, Puente).</p> <p>4b. Determine additional enhancements (e.g. tutor training, Supplemental Instruction, increased tutoring hours/courses, online tutoring, service hours) and funding needs.</p>			

**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>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 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</p>	<p>Early Adoption</p>	<ol style="list-style-type: none"> <li>1. Develop templates for the elements needed in a GP for academic pathways maps and academic program maps               <ol style="list-style-type: none"> <li>a. View and discuss models implemented at other campuses. (Flex Day)</li> <li>b. Conduct site visits to best practice campuses and/or invite colleagues from “model” campuses to Chabot to share their expertise/experiences/methods.</li> <li>c. Propose multiple model templates.</li> <li>d. Include full breadth of GE options available to students.</li> </ol> </li> <li>2. Identify academic pathways, major clusters, and academic programs within each.               <ol style="list-style-type: none"> <li>a. Identify programs that have common entry and exit goals as well as common foundational</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>-Guided Pathways Steering Committee and Planning Groups</li> <li>-First Year Experience Program</li> <li>-Career Pathways Trust Grant</li> <li>-General Counseling</li> <li>-Special Programs &amp; Services</li> <li>-Shared Governance Bodies</li> <li>-Various Discipline Pathways/Program Mapping &amp; Curriculum Redesign Efforts Underway (e.g. STEM, Business, Applied Tech, Nursing and Dental Hygiene, Digital Media, etc.)</li> <li>-Student Groups</li> <li>-College Administration</li> <li>-Title V - HSI</li> </ul>	<p>Pathway map templates developed</p> <p>Programs are grouped into “Major Clusters”/meta-majors/Interest Areas, as appropriate, and pathway maps are developed</p> <p>Student focus group findings are incorporated into pathway design and supports</p> <p>Appropriate and exciting marketing materials and strategies are in place, the college website reflects our messaging and is easy to access and find information for all incoming and current students.</p> <p>Document goals and achievements for each program: PLOs, ILOs, ed goals, personal growth, learning skills, etc.</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

**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>
relevant transfer and career outcomes).		<p>courses/skills</p> <p>b. Define types of pathways (sequential/cumulative, ones with multiple course options, PT/FT, career entry, continuing ed)</p> <p>c. Incorporate foundational courses, required course sequences, elective courses, GE, academic and career exploration, milestones, touch points, etc.</p> <p>3. Conduct student focus groups to investigate:</p> <ul style="list-style-type: none"> <li>● breadth of their goals for college.</li> <li>● areas of confusion, how we can make requirements for achieving goals clearer</li> <li>● ways to convey information to them</li> <li>● skills they would like to gain</li> <li>● terminology to use</li> <li>● what groupings of majors/careers they</li> </ul>		<p>Revised PSCN and GNST courses developed in collaboration with PSCN and pathway faculty</p> <p>Technology tools for improving communication with students and connecting scheduling and student educational planning are identified</p>	

**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>see</p> <ul style="list-style-type: none"> <li>● the needs of disproportionately impacted students and students furthest from opportunity</li> </ul> <ol style="list-style-type: none"> <li>4. Survey faculty and staff to determine academic skills, personal growth, cognitive development, and career needs within program and for successful transition out of program.</li> <li>5. Survey faculty on discipline/program specific foundational content and skills.</li> <li>6. Pathways and Curriculum Workgroup will review these documents and propose metagroups.</li> <li>7. Present and gather feedback from faculty/staff/students on proposed groupings.</li> <li>8a. Assess current communication to students and</li> </ol>			

**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>begin to propose enhancements for clearer and enhanced communication tools, methods and modalities related to Program Requirements.</p> <p>8b. Determine key communication points regarding Program Requirements along Chabot’s Student Milestone Framework (e.g. pre-college, onboarding, deciding, exiting) and develop related plan.</p> <p>9. Explore the idea of tailoring PSCN 25 (Orientation workshop) by pathway/meta major</p> <ul style="list-style-type: none"> <li>a. Work with PSCN coordinator, Assessment Center, First Year Experience (FYE), and others to review current PSCN and explore options.</li> <li>b. Scan other community colleges for ideas</li> </ul> <p>10. Focus on Scheduling as</p>			

**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>follows:</p> <ul style="list-style-type: none"> <li>a. Continue work of Chabot Enrollment Management Committee, College Administration and faculty through the Curriculum process related to course offerings and scheduling (e.g. course taking patterns of different student populations, course progression, program-level scheduling, full semester/short term options).</li> <li>b. Continue work of Facilities and Infrastructure Technology Committee related to use of Bond funds for improved and/or new facilities with student demand and scheduling needs in mind; Evaluate options presented by Facilities Master Plan consultant looking for options that meet scheduling needs,</li> </ul>			



**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>offer space that allows for program maintenance and growth (e.g. large lecture, lab, computer space).</p> <p>c. Review possible technology solutions that connect scheduling with student ed planning, including current systems and possible acquisition of new technology solutions.</p> <p>See Key Elements #6 and #9 for plans related to Guided Major and Career Exploration and Proactive and Integrated Student Supports that would support students related to knowing, understanding, navigating and successfully completing Program Requirements.</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 <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>	Scaling in Progress	<p>See Key Element #8 related to development of academic pathway and program maps. Planning Groups “Transitions” and “Student Experience and Support” begin discussions related to how templates would be used and communicated to students.</p> <ol style="list-style-type: none"> <li>1. Improve communication to students               <ol style="list-style-type: none"> <li>a. After results of inquiry and design, begin roll-out as ready in GP Work Plan Phase I with additional roll-outs in Phases II-V to follow</li> <li>b. Launch and utilize tools that are currently ready – e.g. Recruit CRM Banner Module, DegreeWorks</li> </ol> </li> <li>2. Improve Onboarding processes               <ol style="list-style-type: none"> <li>a. Develop goals for onboarding</li> <li>b. Review current processes, tools and</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>-Guided Pathways Steering Committee and Planning Groups</li> <li>-Shared Governance Bodies and Working Groups</li> <li>-First Year Experience Program</li> <li>-Career Pathways Trust Grant</li> <li>-General Counseling</li> <li>-Special Programs &amp; Services</li> <li>-MESA Program</li> <li>-Various Discipline and Divisional Student Support Initiatives</li> <li>-Learning support programs cross-college</li> <li>-Library</li> <li>-Student Groups</li> <li>-Title V – HSI, El Centro</li> <li>-Outreach Planning Group</li> <li>-College Administration</li> <li>-RISE Program</li> <li>-Assessment Center</li> <li>-Career and Transfer Center</li> </ul>	<p>Increased semester-to-semester and year-to-year persistence</p> <p>Increased course success</p> <p>Appropriate and exciting major and career exploration tools and materials are developed and easily accessible on the college website by all incoming and current students</p> <p>More students complete Financial Aid and SSSP requirements</p> <p>More students participate in a pathway and complete due to roll out of technology tools</p> <p>Increase in enrollments</p> <p>More students access support services and complete onboarding components (e.g., El Centro, Financial Aid, etc.)</p>	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

**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>conduct gap analysis.</p> <ul style="list-style-type: none"> <li>c. Streamline application process</li> <li>d. Perform a cost-benefit analysis of offering and advertising free parking for students during the first two weeks of primary terms</li> <li>e. Review current staffing-levels and available resources to determine whether the Early Decision Program can be expanded</li> <li>f. Look into recruitment office and positions</li> <li>g. Develop tools and resources (e.g. videos, orientation, marketing, website, etc.) and consider language translation and ADA compliance needs</li> <li>h. Link High School outreach with possible new funding model (i.e. Pell grant/Promise applications)</li> <li>i. Incorporate major and career exploration in</li> </ul>	<ul style="list-style-type: none"> <li>-A&amp;R</li> <li>-Financial Aid</li> <li>-Veteran’s Resource Center</li> <li>-Student Life</li> <li>-Student Employment Opportunities</li> <li>-Technology Committees and ITS</li> </ul>	<p>Entry level courses in meta majors/pathways will contain common &amp; consistent college and career readiness strategies</p> <p>Counselors will be able to serve more students in group settings and provide pathway specific guidance.</p> <p>Students leave PSCN 25 with a clearer idea of the pathways that Chabot has to offer and an improved first semester SEPA that will allow for changing pathways if needed</p> <p>Students have adequate computer skills to access technology so that they can be successful in college courses and better access services</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 <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>onboarding content materials</p> <ul style="list-style-type: none"> <li>j. Develop written policies and procedures; communicate to students and campus constituents.</li> <li>k. Explore the idea of tailoring PSCN 25 (Orientation workshop) by pathway/meta major</li> <li>l. Look at ways that entry level courses (i.e. ECD 50, ADMJ 50, ATEC 50, etc) can embed some of the topics that are taught in PSCN courses (student success, career exploration, etc).</li> </ul> <p>3. Identify how computer literacy can be assessed (e.g. in the assessment center with Accuplacer) and addressed to support student success in both online and in-person courses, as well as effectively accessing campus services.</p> <ul style="list-style-type: none"> <li>a. Create inquiry group to address this &amp; identify</li> </ul>			

**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>best practices around increasing computer literacy to support student skills/academic success</p> <p>b. Assess the current level of computer literacy and needs amongst different Chabot student populations</p> <p>4. Consider incorporating into student on-boarding processes (e.g. assessment, incorporation into orientations, first year courses, etc.)</p> <p>5. After inquiry and prioritization processes, explore funding related to the following identified proactive and integrated student support areas:</p> <ul style="list-style-type: none"> <li>- Career services and staffing</li> <li>- Expansion of service hours of student service centers</li> <li>- Outreach services and staffing</li> </ul>			

**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>
		<ul style="list-style-type: none"> <li>- Learning support</li> <li>- Counseling</li> </ul>			
<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>	<ol style="list-style-type: none"> <li>1. Review existing technology platforms (e.g. DegreeWorks, Ellucian Recruit, Early Alert, Canvas, TutorTrak White Board) and potential new platforms that could address needs raised by Guided Pathways (e.g. AdAstra, Civitas, EAB, Viridis Learning, ACT WorkKeys). Work with Instructional Technology Services Committee (IST) and Chabot-Las Positas District Services. Examples of GP areas that have technology needs include recruitment, onboarding, communication, major and career exploration/advising, student supports, program requirements.</li> <li>2. Some guiding principles: <ul style="list-style-type: none"> <li>- Research and identify tech-based solutions and best practices that result in freeing up people and</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>-Webmaster</li> <li>-Instructional Technology Classified Professionals</li> <li>-District ITS</li> <li>-Shared Governance Tech Committees (FIT and IST)</li> <li>-Admissions &amp; Records</li> <li>-Financial Aid</li> <li>-General Counseling</li> <li>-Special Programs and Services (e.g. NetTutor)</li> <li>-District IEPI Process</li> <li>-Measure A Bond</li> <li>-Learning Connection TutorTrak</li> <li>-Library (e.g. Ask Us Chat function)</li> <li>-College Central Network</li> <li>-Career Pathways Trust Grant</li> <li>-Online Services</li> <li>-Canvas Mentors</li> </ul>	<p>Increase in student usage of self-service technologies</p> <p>Increased enrollments</p> <p>Increased click- throughs to services, videos, registration, etc.</p> <p>Students are able to receive guidance and find answers to their questions on the website or other places about the various transitions they are going through efficiently and effectively (online, in person, in class, etc.)</p> <p>Technical support readily available when needed to connect students with campus services</p> <p>Job and careers fit with each pathway (onboarding, deciding) and will be supported in transitioning to the</p>	<ul style="list-style-type: none"> <li>• Early Adoption</li> </ul>

**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>time (e.g. tech-based initiatives such as “Ask Foothill” that answer some questions that may not require a full counseling appointment)</p> <ul style="list-style-type: none"> <li>- Weigh innovations v. building on old tech infrastructure during inquiry and decision stages</li> <li>- Ensure solutions are tailored for Chabot students</li> <li>- Make website and other technology tools clearer for incoming and current students, especially as it relates to our pathways, programs, and students services designed to help them choose a path</li> </ul> <p>3. Expand and improve student self-service technologies</p> <ul style="list-style-type: none"> <li>a. Select 3rd-party electronic transcript provider and offer service to students</li> <li>b. Hire and train SSSP Student Records</li> </ul>		workforce after certificates & degrees are completed (outgoing)	

**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>Evaluator</p> <ul style="list-style-type: none"> <li>c. Increase transfer coursework mappings in Banner</li> <li>d. Launch Banner 9 and implement Self-Service registration features</li> </ul> <p>4. Deeper integration of some of our existing application/systems like DegreeWorks and College Central Network job board (CCN) into the pathways.</p> <ul style="list-style-type: none"> <li>a. Link divisional and pathway program webpages to job opportunities posted on the CCN job board; Evaluate staffing and funding needs in order to improve, maintain and promote the job board.</li> </ul> <p>5. Website analysis/evaluation and integration</p> <ul style="list-style-type: none"> <li>a. Look at best practices related to campus websites</li> <li>b. Work with webmaster on strategic planning for</li> </ul>			



**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>website – include input from various on- and off-campus constituents</p> <ul style="list-style-type: none"> <li>c. Student input/user groups</li> <li>d. Working within Guided Pathways Steering Committee so that website planning is integrated with other Planning Groups’ work plans and overall GP planning related to all Key Elements</li> <li>e. Identify Professional development needs around website maintenance</li> </ul> <p>6. Assess campus-based technical support needs for local technical support (e.g. staffing, software) to shorten project turnaround times and to assist with online based assessment tools related to career, computer literacy, orientations, and other innovative programs.</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 <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>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>1. Collaborate with Professional Development Committee to hold campus-wide presentations and discussions of Guided Pathways research and data, guiding principles, best practices and models.</p> <ol style="list-style-type: none"> <li>Utilize campus-wide events such as Convocation, College Day and Flex Day.</li> <li>Present research on both state and national guided pathways best practices.</li> <li>Present local data on student success and state initiatives.</li> <li>Seek input during presentations from college community regarding additional professional development needs.</li> <li>Ensure these opportunities also reach part-time faculty and student peer advisors, tutors and student leaders.</li> </ol>	<ul style="list-style-type: none"> <li>-Guided Pathways Steering Committee and Planning Groups</li> <li>-Professional Development Committee</li> <li>-Student Access, Success and Equity Committee</li> <li>-Institutional Research</li> <li>-First Year Experience Programs</li> <li>-Special Programs and Services</li> <li>-Career Pathways Trust Grant</li> <li>-Strong Workforce Program</li> <li>-College Administration</li> <li>-Program and Area Review Committee</li> <li>-IEPI Guided Pathways and Technical Assistance</li> </ul>	<p>Increased levels of awareness and participation as demonstrated on Self-Assessment Survey Tool and in Planning Groups</p> <p>College-wide professional development activities are held</p> <p>Professional development opportunities in support of GP are identified</p> <p>Site visits are conducted</p>	<ul style="list-style-type: none"> <li>• Early Adoption</li> </ul>

**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>
		<ol style="list-style-type: none"> <li>2. As inquiry and design work during Phase I Planning commences, keep note of PD needs that arise related to Guided Pathways, as well as upcoming needs related to implementation of GP components. These may arise in GP Planning teams, as well as from Shared Governance Committees and College Administration.</li> <li>3. Guided Pathways Steering Committee and Planning Groups identify relevant conferences and other professional development opportunities related to GP best practices, planning, design, implementation, assessment. This may also include contracting Technical Assistance Providers.</li> <li>4. In researching best practices, identify potential colleges for site visits, visits to Chabot or virtual meetings.</li> </ol>			

**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>
		<ol style="list-style-type: none"> <li>5. Identify specific professional development needs related to current and/or any new technologies we will implement.</li> <li>6. Identify specific professional development needs related to maintaining currency with industry standards for various pathways and programs.</li> <li>7. Provide professional development regarding best practices for identifying career opportunities and applied learning options related to pathways and programs such as general education fields.</li> </ol>			
<p><b>12. Aligned Learning Outcomes</b> - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted</p>	Scaling in Progress	<ol style="list-style-type: none"> <li>1. Explore feasibility of developing and implementing assessments at intake stage as part of improved onboarding process in the form of pre-</li> </ol>	<ul style="list-style-type: none"> <li>-Guided Pathways Steering Committee and Planning Groups</li> <li>-Outcomes and Assessment Committee</li> <li>-Accreditation Leads –</li> </ul>	Establish pre- and post-assessment of “college-ing” skills that related to GP components (e.g. college readiness, understanding program requirements, ability	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

**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>
by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.		assessments related to Institutional Learning Outcomes and GP components. 2. Continue to engage the appropriate Shared Governance bodies (e.g. Program and Area Review Committee and Outcomes and Assessment) regarding developing clarity about Program Learning Outcome definition, defining college “programs” and/or “pathways” and conducting learning outcome assessment at the program and/or pathways level.	CIO, Faculty -Curriculum Committee and CurriCUNET integration of SLOs in course outlines -Program and Area Review Committee	to navigate campus systems, knowledge of and accessing campus resources, what help they have available, etc.).  “Program” and/or “pathway” level outcomes are determined	
<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	Scaling in Progress	1. Review Chabot’s SLO and SAO assessment processes and procedures and how these might be utilized for Guided Pathways once “programs” and “pathways” are defined as outlined in Key Element #12.	-Guided Pathways Steering Committee and Planning Groups -Outcomes and Assessment Committee -Accreditation Leads – CIO, Faculty -Curriculum Committee and CurriCUNET integration of SLOs in course outlines -Program and Area	Assess goals and achievements for each program: PLOs, ILOs, ed goals, personal growth, learning skills, etc.	<ul style="list-style-type: none"> <li>Scaling in Progress</li> </ul>

**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>
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.			Review Committee		
<b>14. 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.	Scaling in Progress	<ol style="list-style-type: none"> <li>1. Identify and review existing work-based learning efforts and opportunities (e.g. service-learning courses, work experience courses, project-based learning, internships, and other experiential learning opportunities)</li> <li>2. Identify and review industry and community connections.</li> <li>3. Identify gaps in campus infrastructure for supporting applied learning opportunities.</li> </ol>	<ul style="list-style-type: none"> <li>-Career Pathways Trust Grant</li> <li>-Strong Workforce Program</li> <li>-First Year Experience</li> <li>-Career and Transfer Center</li> <li>-Industry Advisory Boards</li> <li>-Faculty-led initiatives</li> <li>-Service Learning Courses</li> <li>-Work Experience Faculty</li> <li>-Student Initiatives Center</li> <li>-College Administration connections</li> <li>-Friends of Chabot College Foundation and Alumni Networks</li> </ul>	Inventory has begun of existing partnerships across the college  Gaps for supporting experiential learning opportunities are identified  Career opportunities for general education fields are incorporated into career and major exploration content	<ul style="list-style-type: none"> <li>• Scaling in Progress</li> </ul>

**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>
		4. Identify career opportunities and applied learning options related to pathways and programs such as general education fields.			

## 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>					
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					
<b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>					
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					
<b>FIRST TERM MOMENTUM</b>					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

### CCC GP Guided Pathways Allocations

Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.

Sample Categories	\$ (Prefilled from allocation formula)			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
<b>Personnel or Release Time</b>				
Manager/Coordinator Reassign/Interim Hire		50,000		
Time for Faculty Planning Group and Subgroup Leads (load/hourly + benefits)		120,000		
Overtime for Classified Planning Group and Sub-Group Leads (OT+payroll tax)		25,000		
Hourly pay for GP Planning Summits/Retreat Participation		15,000		
Administrative Support		13,000		
Institutional Research		3,000		
<b>Professional Development</b>				
Guided Pathways Conferences		10,000		
<b>Software</b>				
<b>Other</b>				
Technical Assistance, Consultants, Professional Facilitators (e.g. website and technology solutions, student focus groups, planning meetings/retreats, research on best		30,000		

practices)				
Program and Operating Supplies, Copies		2,449		
Best Practices Site Visits - Mileage		1,500		
Food		6,000		
Student Incentives for Focus Groups/Surveys		1,000		
<b>TOTAL</b>	100%			
		\$276,949		

**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>Describe here</p> <p>Chabot College has been working for the past several years on evaluating assessment cut scores and implementing multiple measures for improved placement. Both Math faculty and English faculty lowered cut scores for placement into College level courses. They continue to evaluate cut scores, examining local and regional/national data. English determined and is using high school GPA as another measure for placement. Math determined high school course completion and GPA requirements as other measures for placement, and hosted several Math Summits with local high school math teachers to apply these measures in light of Common Core and Integrated Math. Chabot College established data sharing agreements with four (4) Career Pathway Trust partner school districts for secure data share. ITS built a secure server system to evaluate high school transcript data and apply Multiple Measures automatically to determine student placement based on higher placement between Accuplacer score v. other high school course completion and/or GPA measures in Math and English. This system was piloted in spring 2017 and fully implemented for fall 2017 for those 4 school districts. A data share agreement for a local Charter School will be on the March Board of Trustees Agenda and other districts are in process. Math faculty are currently evaluating use of self-report data for Multiple Measures to more broadly apply Multiple Measures.</p>
--	---

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

<p>Describe here</p> <p>Continue to offer IEPI Guided Pathways Workshops, as well as no-cost/lower cost professional development that would allow for broader participation of campus members. Though less than typical conferences, at \$125/attendee if we continue to send 10-15 members (or want to send more), this will be unattainable. Provide specific support around understanding funding alignment expectations and best practices. Provide information sooner, rather than later, around expectations if future BSI, SSSP and Equity Integrated Plans must include Guided Pathways so campuses can plan ahead. Provide forum to continually solicit and answer additional questions that have arisen and will continue to arise throughout the next steps. For example, these are some questions that have come up on our campus:</p> <ul style="list-style-type: none"><li>- Are there models that support part-time, non-traditional, working and/or CTE students?</li><li>- How have other colleges designed pathways that support students with disabilities?</li></ul>
--

- How have other colleges ensured that students don't have to repeat coursework if they change majors/careers?
- How have other colleges leveraged technology to support and inform students?
- How have other colleges connected SEPs with enrollment management and scheduling?
- What are strategies other colleges have used to integrate and strategically leverage various funding sources and streams?
- How have other colleges incorporated career exploration activities and tools on the front end? How do these activities and tools also draw upon current employment and wage data?