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**
1. **Cross Functional Inquiry** - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	Autofill information from submitted self-assessment for each cell in this column in each table: • No change • Pre-adoption • **Early Adoption** • Scaling in Progress • Full Scale	Dropdown menu option for each cell in this column in each table. • **Will not address during this time period** Note, this selection should make the next three columns unfillable.	Add "Not applicable" option to a dropdown menu for each cell in this column for each table.		Dropdown menu for each cell in this column in each table: • No change • Pre-adoption • Early Adoption • Scaling in Progress • Full Scale

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
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**
2. **Shared Metrics** - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	Early Adoption	• Will not address during this time period			
3. **Integrated Planning** - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and	In Progress	• Will not address during this time period			

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
programs.					

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline **plan** for 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**
4. **Inclusive Decision-Making Structures** - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. 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.	In Progress	• Will not address during this time period			

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline **plan** for each self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? 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
5. **Intersegmental Alignment** - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	In Progress	• Will not address during this time period			
6. **Guided Major and Career Exploration** - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.	Early Adoption	Explore possibilities for scaling up and multiple ways of delivering (e.g. online, noncredit, etc.) tailored CLP courses for various degree pathways, as well as COUN 50 Introduction to College. Explore corequisite model for Orientation and CLP or Intro to College classes Explore how to incentivize faculty/department collaborations with Counseling and other Student Services to scale major and career exploration early on in a student's college experience	4- and 2-unit transferable Career Life Planning (CLP) Courses Degreeworks—currently tracks educational plans, IGETC and CSU GE progress, and degree and certificate completion. Associate Degree for Transfer (ADT) website ASSIST.ORG –used to look up major requirements for specific all CA UC's and CSU's. CTE Programs' Introduction to the Industry/Field courses/curriculum	Tailored curriculum is being developed and going through shared governance and curriculum process. Corequisite model is actively discussed. Departments/Faculty and Student Services are collaborating and having meetings.	Early Adoption

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? 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
			COUN 50—Introduction to College course to connect students to student services such as Financial Aid and Student Life		
7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	Early Adoption	With consultation with: Articulation Office, Assessment Office, Disabled Students Services (DSS), Student Success and Retention Services (SSRS), EOPS, Institutional Research, Admissions and Records, and Student Services, faculty leaders in Math, English, Reading, and ESL will determine assessment and placement practices and course pathways from lowest level through transfer level to be in compliance with AB 705 by Fall 2019.

With consultation with: Articulation Office, Assessment Office, Disabled Students Services (DSS), Student Success and | Math, English, ESL, Reading Department Faculty – responsible for establishing assessment and placement processes as well as course pathways and curriculum.

LinC Program—coordinates integrated English and Reading basic skills (LART) classes

MPS Math Performance Success Program

Statways Math pathway

Learning Resources Division Student Success Center—peer tutoring and skills workshops

Student Services and Retention Services (SSRS) | Math, English, Reading, and ESL assessment and placement practices and course pathways from lowest level through transfer level will be in compliance with AB 705 by Fall 2019

If determined as necessary by discipline faculty and consultation with student services, Math, English, Reading, and ESL will implement, possibly in collaboration with Learning Resources Division and the Equity and Engagement Division, as well as other Student Services, corequisites and other student supports needed to guide student success | In Progress |

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
		Retention Services (SSRS), EOPS, Institutional Research, Admissions and Records, and Student Services, Faculty leaders in Math, English, Reading, and ESL will determine if corequisites and other curricular and student services student supports are needed to guide student success through the transfer level class. Counselors, Evaluators, and other Student Services such as the Office of Outreach will be informed by the Assessment Office of department-approved changes made to assessment, placement, and course pathways from lowest level through transfer in Math, English, Reading, and ESL	REACH—Student Success Cohort for Athletics Extended Opportunities Programs and Services (EOPS) Institutional Research Office—Basic Skills to Transfer student success data Outreach Office De Anza Common Assessment Initiative/Multiple Measures Committee – Chaired by Assessment Director	through the transfer level class. Counselors, Evaluators, and other Student Services such as the Office of Outreach will update their student recruitment, student advisement, and student transcript review information and processes to be in alignment with changes made to assessment, placement, and course pathways from lowest level through transfer in Math, English, Reading, and ESL	

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? 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
8. **Clear Program Requirements** - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).	Early Adoption	Dialogue with Skyline's Guided Pathways leadership team to learn strategies for how to engage campuswide participation in inquiry dialogues Consult with shared governance groups, Instructional Division and Student Services Deans, and Student Body Government Leaders on how to actively engage dialogue from all constituents.	Degreeworks AA/ADT/CTE/certificate pathways IGETC/CSU GE Patterns Transfer Center Articulation Office Department Faculty Chairs Academic Senate Student Senate Instructional Division and Student Services Deans Student Voices Summit (being held by Social Sciences and Humanities Division) General Counseling Embedded Counseling	Dialogue with Skyline's Guided Pathways leadership team takes place by Summer 2019 Faculty, Students, Classifieds, and Administrators are actively engaged in Inquiry Dialogues about clear program requirements.	Early Adoption

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

		Explore service excellence training opportunities and incentives for participation from student services and faculty			
10. **Integrated Technology Infrastructure** - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.	Early Adoption	• Will not address during this time period			
11. **Strategic Professional Development** - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and	Early Adoption				

priorities identified in integrated plans, program review, and other intentional processes.					
12. **Aligned Learning Outcomes** - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	In Progress	• Will not address during this time period			
13. **Assessing and Documenting Learning** - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of	Early Adoption	• Will not address during this time period			

13. **Assessing and Documenting Learning** - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and	Early Adoption	• Will not address during this time period			

CCC GP Implementation Timeline

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

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

11. Strategic professional development	BLUE	BLUE	GREEN	GREEN
12. Aligned learning outcomes		GREEN	GREEN	GREEN
13. Assessing and documenting learning opportunities	ORANGE	ORANGE	ORANGE	ORANGE
14. Applied learning opportunities		BLUE	GREEN	GREEN

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.

Key Performance Indicators	Current KPI Data (Autofill from Launchboard)	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
PARTICIPATION					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					

CCC GP Key Performance Indicators

Successfully completed both transfer-level English and math in year one					

FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

CCC GP Guided Pathways Allocations

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

Sample Categories	$ *(Prefilled from allocation formula)*			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	**Anticipated amount (auto populate based on % noted)**	**Actual %**	**Actual amount**
Personnel or Release Time				
	70%			
Professional Development				
	20%			
Software				
	0%			
Other				
	10%			
TOTAL	100%			

Required per EC Section 88922 (c)

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

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

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

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