



CCC GUIDED PATHWAYS: 2022-26 Work Plan

Working Template

Deadline to Submit in NOVA: June 1, 2023
Questions? Please contact guidedpathwaysinfo@cccoco.edu

Contents

Guided Pathways 2022-26 Work Plan Template.....	2
General Guidance Text:.....	2
Details (Landing Page):.....	3
Work Plan Content:.....	4
Question Group: Successful Enrollment.....	4
Question Group: Persistence: First Primary Term to Secondary Term.....	7
Question Group: Completed Transfer-Level Math & English.....	11
Question Group: Transfer.....	15
Question Group: Completion.....	19
Question Group: Student Equity and Achievement (SEA) Program Integration.....	25
Question Group: Associate Degree for Transfer (ADT) Integration.....	27
Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration.....	29
Question Group: California Adult Education Program (CAEP) Integration.....	32
Question Group: Strong Workforce Program (SWP) Integration.....	34

DRAFT

Guided Pathways 2022-26 Work Plan Template

Note:

This Template to NOVA may have some issues with the amount of text copied over; **please limit answers in this template to ‘5000 Characters’ – this is between 700 – 1250 words.** Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

General Guidance Text:

Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Guided Pathways 2022-26 Work Plan:

[Education Code](#) requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

Details (Landing Page):

Helper Text: In the description section below, you may **summarize your plan**, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional**.

Work Plan Content:

Question Group: Successful Enrollment (Rod Santos)

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Helper Text:

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures.

Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

PROGRAMMING: The college has not scaled up resources to meet the needs of disproportionately impacted students. Identification of a staff member who will serve as a contact for disproportionately impacted (I.e. black/African American and Native/indigenous, etc.) students as necessary. Also, permanent resources do not exist to provide culturally relevant programming such as orientation, onboarding, and welcome sessions for these student populations.

MARKETING: In general, CCC's current outreach and marketing materials do not specifically market directly to native/indigenous students and their families. The college has no resources page specifically for disproportionately impacted students. No resources, activities, and programming exist for this DI population, there is no centrally located site for any specific population (except undocumented students and veterans) to view campus or community resources. Campus resources and activities are largely uncoordinated, creating a "silo" effect and making access confusing and information difficult to find. The college has not made a significant effort to address the population by declaring a visible land acknowledgment virtually or physically.

OUTREACH & COMMUNICATION: Currently, there are no automated tools or applications to effectively communicate with prospective and current students, aside from downloaded Excel reports and manually calling students to enroll and register. This has created a "one-size-fits-all" approach that has not focused communications for any specific populations. There is potential for better outreach to these students and creation of resources for this population including websites and designation of staff to serve multiple DI populations.

DATA DISAGGREGATION: Data from CCCApply for mixed race students excludes students' individual racial identities. Thus, students who are not reported as mono-ethnic are not included in communications geared toward DI population-specific groups or factored into student data.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

PROGRAMMING: To provide current and culturally relevant programming, the following solutions are ways to introduce new programs to create college-wide awareness of the native/indigenous community: Educate the college community by bringing informative programs including: the effects of colonialism on the native / indigenous communities; “Native American Heritage Month” programming involving guest speakers and presenters from the native / indigenous communities. Design, create, and implement ongoing and annual welcome and orientation events inclusive of native / indigenous students and families. Provide additional resources and commit to funding (or dedicating) particular staff to serve native / indigenous students involved in outreach and onboarding programming.

MARKETING: Dedicate websites for campus and community resources geared for native/indigenous students and families. The resources should include campus programs, community resources, and college contacts designated to serve native / indigenous students..

OUTREACH & COMMUNICATION: Embed support and case management to combine student and academic support services in class through co-curricular activities and coaching (i.e., continued partnership with Richmond Promise). Create community relationships with local native/indigenous groups in the Bay Area (i.e. Sogorea Te Land Trust) to further bring visibility to native/indigenous programs and services relevant for students and community members. Use local K-12 and community data to inform outreach strategies to specific populations and bring college representatives serving those communities to specific outreach events for BIPOC populations. Deploy a CRM tool and configure CRM to effectively communicate culturally relevant programming and resources to native / indigenous (and other) students and families. CRM would utilize two-way texting and personalized messaging based on the student journey map and outreach benchmarks leading to successful enrollment at the college.

ADDITIONAL ACTIVITIES: Expand any of the successful strategies for this DI populatin to other populations such as Latinx, Asian, Pacific Islander, and Filipino students.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

50% to 75% complete
Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Question Group: Persistence: First Primary Term to Secondary Term (George and designee)

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

(Need clarification from research office) Using Equity plan data for retention for now as this should mimic the persistence numbers, the goal is .51%. The target groups are African American men and women.

African American female – 433 or 11.89%

African American male – 271 or 19.91%

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Financial Aid – Many students still do not understand how financial aid works or the types of aid that we offer. This is unfortunate and presents a critical challenge for the college as the FAFSA completion is one of the supplemental metrics in the SCFF. Financial Aid has launched a campaign to encourage more applicants, however, more needs to be done. In addition to marketing, the entire campus needs to understand how to communicate to students about financial aid.

Efficacy of learning tools – The college website, InSite, Canvas, tutoring center, library, technology (laptop and hotspots) and other resources have to adapt to the students and not be an additional barrier. With online enrollment higher than in-person, our online platform has to be straight forward

Faculty and Staff support – Faculty and staff must engage with the students as much as possible to get them to feel comfortable being on the campus. We often talk about students having a sense of belonging and the best way to go about this is engaging with the students/meeting them where they are.

Basic Needs – Whether housing, food insecurity, health- (mental and physical), or other basic needs, our students have many other pressures on them that affect persistence.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Financial Aid – Simplify the financial aid process and language as well as the length of time to process aid for a student. Understandably, for the process time issue, staffing is a challenge for the unit, so prioritizing filling the vacancies and shoring up the staffing is a good first step. Additionally, financial aid marketing needs to be revamped. Unfortunately, financial aid professionals are not good messengers for the message, so marketing must

offer professional expertise around language, messaging and simplifying jargon.

Efficacy of learning tools – The student facing college website needs to be student friendly. Everything from the login process, which is multi-layered, to the multiple areas to access resources. We need a thorough review of our learning tools, including faculty training and on-boarding. The website redesign has started, so hopefully that addresses some of the concerns with the website. Other platforms would also need a review.

Faculty and Staff support – The learning experiences of our students are all our concern. Whether it is faculty encouraging office hours, taking the learning outside the classroom, designing a curriculum that is adaptable and culturally relevant, faculty needs to embrace the whole student. Similarly, staff across the campus need to do the same in getting to know students and how best we can be partners in their success

Basic needs – With the hiring of a basic needs coordinator, some of the challenges in this area should be mitigated.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Build out learning communities to include a counselor, and a program coordinator to connect students better to the campus and support retention efforts through the communal practices of learning communities.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

GP team, institutional research.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

From my perspective, the potential challenge is fully institutionalizing the work. While a new group has come through to move the work along, we could possibly burn out the folks doing the planning work since they are immersed in so much else.

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Need to work with relevant stakeholders to establish this number.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

The major barrier is the lack of an institutional meaning for persistence. See barriers/challenges listed above – Financial Aid, Efficacy of learning tools, Faculty and Staff support, and Basic needs.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

Individual areas are looking to improve persistence and there are renewed conversations around GP metrics.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

Will work with team to triage actions to prioritize

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Friction points include access to financial aid, communication in different modalities, and intrusive.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Question Group: Completed Transfer-Level Math & English (Elvia and Rene)

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

Less than 50% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Not sure – please determine

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

PROFESSIONAL DEVELOPMENT: There is a lack of professional development for faculty working with underprepared students. In general, faculty are hired largely based on subject-matter expertise, without as much attention to college preparedness, culturally-relevant pedagogy and practices, effective classroom practices, and community-building that is relevant to the lived-experience of our students. Furthermore, beyond first-year FLEX requirements (i.e., NEXUS), professional development is largely left up to individual faculty.

TUTORING: There is a need for more embedded tutoring in our support classes for both Math and English to support students.

CULTURE: As in many large organizations, there is a "culture of complacency" among some members of the college community—a comfort with doing business as usual, which prevents the institution from effectively addressing barriers underprepared students. Along with this, there is sometimes a resistance to innovation in teaching practices. During the pandemic, many faculty also became accustomed to teaching online, and now there is some resistance to return to campus for face-to-face classes; however, many students are expressing a need for a schedule more responsive to their needs and desires.

ONLINE BARRIERS: Many students identified barriers and struggles related broadly to online instruction in Math and English. They expressed a “lack of connection” to faculty in their online courses, as well as (as suggested above) a lack of access to services such as tutoring, DSPS services, counseling. Some of this may be perception, more than reality; however, that in itself speaks to a need for better communication on the part of Contra Costa College.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

PROFESSIONAL DEVELOPMENT: Changes to the NEXUS requirement and other professional development requirements for faculty to promote a focus on Equity and culturally-relevant pedagogy and practices for our diverse student population in Math and English, which will increase student engagement and instructional effectiveness. For example, we have used Communities of Practice for faculty that are teaching support classes in Math and English. Furthermore, faculty teaching in Learning Communities that include first year Math and English through Statewide and onsite programmatic support.

TUTORING: Tutoring is the one intervention that consistently shows great impact in helping our underprepared students, particularly in transfer-level English and Mathematics. Improved tutor-training, along with improved messaging about the availability of tutorial services would allow more students to benefit. Intentional recruitment and hiring of tutors that reflect the diversity of the college would also encourage more students to avail themselves of these support services.

CULTURE: Institutionalizing efforts to ensure students complete transfer level Math and English in their first year by active recruitment in Learning Communities such as Punte, Per Ankh, MESA and First Year Experience that support innovative teaching practices that address the needs of our students. We are also working toward an annual schedule to support students planning and completion.

ONLINE BARRIERS: Academic departments and student services programs should offer courses/services in a variety of modalities to accommodate the needs of students. Improved training for faculty in online pedagogy and practices can also help address the lack of connection and support some students feel.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

PROFESSIONAL DEVELOPMENT: Professional development (FLEX) is being discussed in negotiations with United Faculty. A more intentional

approach to professional development will include a focus on serving DI populations. College professional-development committees/coordinators should also identify a theme related to Equity for each academic year and compile a “menu” of PD options that support this theme. The review process for PD grant applications should also prioritize projects and activities that support Equity strategic goals. The college should also continue to support and expand Communities of Practice to promote professional development among transfer-level Mathematics and English faculty.

TUTORING: Provide embedded tutoring throughout first-year, transfer-level English and Mathematics classes (i.e., ENGL1A, ENGL1AX, MATH 121/121S, MATH135, MATH164/164S, MATH171/171S, MATH 180/180S). DSPS should facilitate recruitment, training, and hiring of tutors to serve differently-abled students. Campus-Wide tutoring should expand recruitment efforts of tutors from DI populations, and tutor-training (i.e., peer-tutor training) should focus on topics of college preparedness, Equity and cultural relevance. The Campus-Wide Tutoring program should work with the Director of Marketing to increase awareness of tutoring services.

CULTURE: As mentioned above, active recruitment in Learning Communities is a key to institutionalizing the completion of transfer level Math and English in the first year. This is especially true for underprepared and disproportionately affected student populations. Professional development is also at the center of Equity and CCC’s identity and practices in order to close achievement gaps. The Communities of Practice in transfer-level English and Mathematics that focus on pedagogy can also advance the college’s broader goals of creating a culture of Equity.

The college must also take steps to expand well-functioning learning communities to support students in their transfer-level Math and English classes. These communities feature embedded tutoring as well as other supportive services.

ONLINE BARRIERS: Division deans must work with department chairs to ensure that classes are offered in a variety of modalities. The Mathematics and English departments should also expand their use of non-credit classes (e.g., ENGL842N and “Math Jam”-type classes) to serve as supports to underprepared students in transfer-level classes. Continuing professional development for online instruction (i.e., beyond the mandated “Becoming an Effective Online Instructor” training) should be recommended for faculty interested in teaching online.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

Helper Text: N/A

Ideas for this include - Counseling, success teams, program maps, Program Mapper (online), Outreach, Comet Day, Learning Communities outreach and recruitment, Support from management – scheduling, hiring, support faculty with PD, Communities of Practice

More to be done later

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Ideas for this include: Need for additional counselors and creation of success teams. This will take reorganization of the work around GP including Division structure, counseling assignments,
More to be done later

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed 'Transfer-level Math & English Completion' work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of 'Transfer-level Math & English Completion' equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A



Question Group: Transfer (Evan and George)

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

The college is aligned with the Chancellors Office and is seeking to Increase by 35% the number of students transferring annually to a UC or CSU. Additionally the college has set annual objectives:
1-year outcome: Latinx students are the population of focus for the transfer metric. We aim to have a 7% increase in the transfer rate of Latinx students, from 11.8% in AY2017-2018 (baseline year) to 18.8% (3-year target) in order to achieve full equity for this population. In year 1, our target is 14.0% (32/229).
2-year outcome: Latinx students are the population of focus for the transfer metric. We aim to have a 7% increase in the transfer rate of Latinx students, from 11.8% in AY2017-2018 (baseline year) to 18.8% (3-year target) in order to achieve full equity for this population. In year 2, our target is 16.2% (37/229).
3-year outcome: Latinx students are the population of focus for the transfer metric. We aim to have a 7% increase in the transfer rate of Latinx students, from 11.8% in AY2017-2018 (baseline year) to 18.8% (3-year target) in order to achieve full equity for this population. In year 3, our target is 18.8% (43/229).

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Major areas identified in the student equity plan were 1. Institutional Capacity 2. Cohesive Communication 3. Data Analysis and Tracking.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

The college successfully addressed and eliminated equity gaps for African American students seeking to transfer between 2019 – 2022. This successful model provided cohort activities and engaged existing structures (I.e. HBCU Caravan, Get on the Bus & Get on the Plan) to promote transfer activities. Key engagement and coordination with the counseling department, dedicated space in the transfer center and the hiring of a full-time Transfer Services Coordinator continue to move the college forward.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

The college successfully hired a full-time Transfer Coordinator in February 2023. The college will provide an annual budget for transfer related activities and identify a Transfer Pathway utilizing the capacity of current learning communities. The college will focus on Institutional Awareness: Utilizing counseling sessions focused on transfer that integrate online resources (e.g., ASSIST, UC TAP)

Providing a supportive network, clear understanding of the financial costs of a university, accurate and timely navigation of the transfer journey and a healthy school life balance.

Build Culture of Transfer

Create Transfer Maps with Instructional Divisions to align messaging and resources for transfer.

Proactive Outreach and Support Integrated Transfer information and language throughout the enrollment and onboarding process

Target population specific welcome week activities Identification of and intentional outreach to target population students based on milestone criteria

Technology solutions

Multiple access points

Visualize transfer process and variations

Intentional Activities/Practices:

Proactive college initiated holistic counseling appointments designed to support Transfer Ed Plans.
 Increase collaboration with Hispanic Serving Institutions and other Latinx organizations
 Integrate faculty, counselors, and families into Welcome Week activities
 Expand alumni student mentoring with Conversation circles and Networking Community circles for transfer specific milestones like Developing Personal Insight Questions Completing transfer applications
 Financial Aid Awareness for transfer students Identify gateway course and encourage tutoring and other academic supports

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Culturally-Responsive Strategies include:
 Affinity Group Mentoring & Counseling
 Bridge to four-year Minority-Serving Institutions (HBCU, HSI, Tribal, AANAPISI)
 Establish relationships with 4-yr Hispanic Serving Institutions
 5 in year 1
 8 in year 2
 12 in year 3

HSI College visits
 2 visits per yr x 80students = 160 Latina/o/x/e students per year attend out of 240 Latina/o/x/e transfer ready students Student Retention & Completion Platform (Starfish*, CRM, or Cohort Identification Tools) *Starfish is a student case-management platform used to deliver Equity-Minded Services Transfer readiness alert Identify Student ID Numbers for Latina/o/x/e students in categories below Integrate Transfer Velocity milestones/data metrics to more easily identify if Latina/o/x/e students are on track to transfer Create strategies for faculty and staff to improve transfer services awareness for Latina/o/x/e students in above categories Increase the number of Associate Degrees for Transfer options and promote them to our Latinx students Proactively direct outreach to Latina/o/x/e population through student services and in milestone courses Communication focused on level of Transfer Readiness with next steps clearly indicated Current semester data indicates 1007 Latina/o/x/e students indicating transfer course taking behavior Institutional Infrastructure Improvements Sr Transfer Coordinator Identify Latina/o/x/e transfer student cohorts # of Latina/o/x/e students demonstrating transfer intending course taking patterns and Transfer

Readiness First Year Enrollment – at least 12 transferable units Transfer Explorers 12-49 transferable units First Year Enrollment – at least 12 transferable units Transfer Explorers 12-49 transferable units Transfer Preparer (Momentum) 49– 59 transferable units Transfer Ready – 60+ transferable units missing Transfer Level English or Math Learning Communities Puente Learning Community CSE Learning Community Profile Transfer Success Stories of Latinx Professionals

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

The college has hired a Sr. Program Coordinator for Transfer Services. This institutional commitment along with increased development of learning communities ensures Transfer will remain a key focus of the college.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

More than 75% complete
Sub Questions:

What Is your college’s local goal?

Helper Text: ‘Local Goal’ is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: ‘Major Barriers’ may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

DRAFT

Question Group: Completion (Jason and Kenyetta)

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Selections:

Less than 50% complete

Sub Questions:

Which areas of Completion does your college identify as Less than 50% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

The local goal articulated in CCC's SEAP plan focused on Black and Latinx students. The three-year goal was to increase completion by 10-points (from approximately 7% to approximately 17%). The intermediate goal (i.e., two-year goal) was to achieve an approximately three-point increase in completion.

The local goals articulated in the Strategic Educational Master Plan included the following:

- Comprehensive pathway maps and education plans that are tailored for both full- and part-time students;
- Student engagement through participation in counseling courses or learning communities;
- Program pathway maps that lead students to career goals;

What are the major barriers for your college to reach this goal?

Helper Text: ‘Major Barriers’ may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

As articulated in the college’s most recent SEAP plan, the barriers that impede our ability to achieve completion goals include the following:
Lack of (improved) integration of instruction and student support services for activities and programs with certificate/degree completion as a goal.
Lack (Timely access to) of accurate and granular data (add current status).
Limited capacity (personnel and technological resources) to sustain Guided Pathway completion effort
Missing consistent momentum points of contact (e.g., Starfish) for students on the completion path.
Need for improved scheduling practices to ensure that students can complete their goals.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Two-year program maps need to be fully developed and implemented. The maps have actually been completed, and we are in the process of reviewing them for publication. Data still needs to be provided to Program Mapper in order to provide information to students. We also need to engage in more widespread promotion of the maps and ensure that they are accessible.

We are in the early stages of developing Student Success Teams to work within the different Academic and Career Pathways. These teams will include financial aid professionals, librarians, instructional faculty, counselors, tutors, Admissions and Records staff and others.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

We will ensure the use of culturally relevant pedagogy (e.g., the Umoja, Per Ankh, and Puente models, Teaching Men of Color, Black Minds Matter, etc.).

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

The Guided Pathways adoption “team” meets weekly. The team includes the Vice-President of Student Services, Senior Dean of Instruction, and other GP stakeholders, and constantly reviews GP efforts and implements changes as needed.

The District also hosts an annual Pedagogy Conference promoting culturally relevant pedagogy in the disciplines.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

CCC has faced challenges due to large-scale staff turnover. Currently, everyone in a senior management position is in an acting or interim role, which makes planning difficult. We expect more staff to be in permanent positions by the end of this year.

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

50% to 75% complete

Sub Questions:

Which areas of Completion does your college identify as 50% to 75% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

More than 75% complete

Sub Questions:

Which areas of Completion does your college identify as More than 75% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

In Progress

Selection Sub Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Question Group: Student Equity and Achievement (SEA) Program Integration (Mayra and Team)

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

--

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Integration in Progress –
Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

--

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

--

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

What is your college's plan to continuously improve to optimize and sustain the integration?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Question Group: Associate Degree for Transfer (ADT) Integration (Jason and Rod)

Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

To optimize and sustain the integration, what is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration (Maritez and Team)

Using the scale below, describe your college’s progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

To optimize and sustain the integration, what is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Question Group: California Adult Education Program (CAEP) Integration (Evan and ...)

Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration -

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

The Contra Costa County Adult Ed Consortium strategic plan has identified three areas of focus. 1. Educational Attainment 2. Staff Capacity and Professional Development 3. Student Transitions

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

The college currently participates in county wide and sub-regional strategy/planning and implementation sessions. The college supports a Sr. Manager for Adult Education and Rising Scholars, Sr. Program Coordinator and Adjunct CTE counselor for Adult Education Pathways. Specifically, the college has implemented an ESL Summer Bridge program to support Adult Ed ESL students transition to college through Non-Credit ESL Counseling 108. The college participates in monthly outreach and engagement workshops with our Adult

Education partners focused on awareness, financial aid, financial literacy, career development and student transitions.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

To optimize and sustain the integration, what is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Question Group: Strong Workforce Program (SWP) Integration (Evan and Ashley)

Using the scale below, describe your college’s progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration –

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Integration in Progress –

Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

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What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

Program pathway maps that lead students to career goals Strategic Plan 3.2: Increase the number of students annually who complete their educational and career goals in a timely way Action Area 3.3.3 Encourage and expand mentoring and career development practices. Action Area 3.4.5 Promote career readiness experiences. Handshake implementation
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Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Continue Handshake implementation and identification of SWP related pathway milestones
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

- The number of students achieving CTE job attainment
- The number of students who complete nine or more career education units

- The number of students who have attained the regional living wage.

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

To optimize and sustain the integration, what is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

DRAFT