



**CCC GUIDED PATHWAYS:
2022-26 Work Plan**
Working Template

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Landing Page:

During the first phase of the Guided Pathways grant and planning cycle, Contra Costa College utilized a faculty driven approach with Guided Pathways. In the Guided Pathways Tri-Chair governance model at CCC each of our workgroups was led by a faculty, classified and a manager. Faculty and staff were paid release time to work on the projects and thus comprise the majority (55%) of expenditures. Much of the Professional Development related to GP was centered in the second and third year as the college was exploring guided pathways implementation at other colleges and the creation and review of our scale of adoption. Professional Development coincided with the Leading from the Middle campaign and a number of the strategic enrollment IEPI PD's that occurred prior to the pandemic. The college held monthly steering committee and workgroup meetings to move the work forward, including communication through shared governance structures, campus communications and working groups. Earlier on in the grant the college was focused on technology upgrades; however, multiple transitions in executive leadership and college district resistance to large scale software change made this a challenging move. The Guided Pathways funding has been drastically reduced this year, with limited carry-over funds. The college leadership used this year leveraging existing meeting to move forward with GP planning. This is not sustainable so as we move forward, we will explore options that will allow us (counselors, ACP faculty, classified professionals and administrators) to plan collectively. This 2022-2026 Guided Pathways Working Plan is a start to this work, based on integrating planning goals and strategies in the 2022-2025 Strategic Educational Master Plan, the 2022-2025 Student Equity Plan, the past Guided Pathways Scale of Adoption Plan.

Pillar One: Clarify the Path

The college has advanced our mapping process with six Academic and Career Pathways (ACPs) with selected colors and iconography. Faculty invested a great deal of time and effort to establish our pathway maps and the college is moving forward with the Program Mapper application.

Pillar Two: Enter the Path

The progress of pillar two has been defined by our efforts with the full integration of our ACPs in the annual Comet Day for high school seniors as well as the First Year Experiences, Dual Enrollment programs. The college First Year Experience coordinator fully implemented instructional supports for ENGL-1A and gateway Math courses. The first-year experience program in collaboration with Richmond Promise provides guided orientation and success coaching for students to participate full-time in their studies. Additionally, this year we worked with our local school district (West Contra Costa Unified School District) to map their high school academies with our ACPs and highlighted this effort during our annual HS Counselor Conference.

Pillar Three: Stay on the Path

The college is revisiting discussions and planning of the success team model to support and keep students on the path. Starfish has been successfully launched and integrated into the FYE program, and most recently with the ESL department. Spring 2023, the District purchased TargetX a Customer Relationship Management system and is building out the

initial planning for customized student messaging based on student completion of milestones to be defined. Successful, models on campus include EOPS, FYE and Puente, each of these programs has an identified counselor, coach or program lead the provides just in time supports. Additionally, the college has expanded support services to include, free breakfast, free lunch, food pantry, tutoring, mental health counseling, financial literacy and credit recovery, transfer and career services. The College and District is also engaging in the one-year planning cycle for scheduling classes. The Strategic Enrollment workgroup was reinitiating this year to spearhead these efforts. Lastly, the last hour of the monthly Council of Chairs meetings has been dedicated to the furtherance of the Guided Pathway work.

Pillar Four: Ensuring Learning

The college has the most progress to make in this area. There are individual faculty and programs that successfully utilize data to implement success strategies. However, there is not a college wide understanding of the process or a focus on a specific data set. The college has not completed a CSSE assessment since 2015. The college has a successful transfer program with year-long engagement opportunities and preparation activities, a number of CTE programs embed job search strategies in their curriculum and have required internship or clinical hours for completion. The college has fully implemented the Handshake application that allows career services and the student to complete a number of milestones towards job readiness.

Student Success Metrics Status for the 2022-2026 Guided Pathways Work Plan:

- 1) Successful Enrollment 50% to 75% complete**
- 2) Persistence: First Primary Term to Secondary Term Less than 50% complete**
- 3) Completed Transfer-Level Math & English Less than 50% complete**
- 4) Transfer 50% to 75% complete**
- 5) Completion Less than 50% complete

Guided Pathways Program and Initiatives Integrations 2022-2026:

- 5) Student Equity and Achievement (SEA) Program Integration in Progress**
- 6) Associate Degree for Transfer (ADT) Starting Integration**
- 7) Zero Textbook Cost to Degree (ZTC) Program Starting Integration**
- 8) California Adult Education Program (CAEP) Integration in Progress**
- 9) Strong Workforce Program (SWP) Integration in Progress**

Resources:

[2022-2025 Strategic Educational Master Plan](#)
[Guided Pathways Scale of Adoption Plan 2019](#)
[CCC Student Equity Plan 2022-2025](#)
[CCC Student Equity Plan 2019-2022](#)
[CCC Vision for Success Goals DI Groups 2019](#)
[LaunchBoard Student Success Metrics \(Co-hort View\)](#)
[LaunchBoard Student Success Metrics \(All Students\)](#)
[4CD Tableau Student Success Metrics](#)
[4CD Tableau Student Equity Plan Disaggregated Data](#)

Work Plan Content:

Student Success Metric 1: Successful Enrollment 50% to 75% complete

What is your college's local goal? Consistent with 2022-2025 SEAP, the DI student populations are Black or African American and American Indian or Alaska Native.

Black or African American	
Timeframe	Measurable Output
Year 1 (2022-2023)	A 5.7% increase in the successful enrollment rate from 33.6% in AY2020-2021 (baseline year) to 39.3% (3-year target). The year 1 target is 35.2% (129/366).
Year 2 (2023-2024)	A 5.7% increase in the successful enrollment rate from 33.6% in AY2020-2021 (baseline year) to 39.3% (3-year target). The year 2 target is 37.2% (136/366).
Year 3 (2024-2025)	A 5.7% increase in the successful enrollment rate from 33.6% in AY2020-2021 (baseline year) to 39.3% (3-year target). The year 3 target is 39.3% (144/366).

American Indian or Alaska Native	
Timeframe	Measurable Output
Year 1 (2022-2023)	A 40% increase in the successful enrollment rate from 0.0% in AY2020-2021 (baseline year) to 40.0% (3-year target). The year 1 target is 10%.
Year 2 (2023-2024)	A 40% increase in the successful enrollment rate from 0.0% in AY2020-2021 (baseline year) to 40.0% (3-year target). The year 2 target is 20%.
Year 3 (2024-2025)	A 40% increase in the successful enrollment rate from 0.0% in AY2020-2021 (baseline year) to 40.0% (3-year target). The year 3 target is 40%.

- 1) DETERMINE PATHWAY OR COURSE OF STUDY IN THE FIRST YEAR -
- Effective Spring 2023, the District and Contra Costa College (CCC) removed the Undeclared and Undecided major options to better guide students into the College's Academic and Career Pathways (ACPs) and to ensure students select programs of study deemed eligible for financial aid. Financial aid continues to be a student support service Undeclared and Undecided programs of study are not financial aid eligible.
 - CCC has also successfully added its ACPs to CCCApply and students are guided to select an ACP program of study during the application process (first step to enrollment) and directed to student support resources and referrals. This includes

financial aid services with intentional strategies to support all financial aid eligible students and first-time full-time students.

- CCC is in the process of assessing and phasing in Virtual Success Teams to assist students with Pillar of Guided Pathways (GP) – Clarify the Path.
- Program Maps and Program Mapper are under review with updates being published during the fall 2023 semester.
- The District is implementing a new the TargetX Customer Relationship Management (CRM) system which will also support the student journey and provide student support staff with tech tools enhance and direct timely communication.

2) PROVIDE SUPPORTIVE RESOURCES FOR DISPROPORTIONATELY IMPACTED STUDENTS – Because the college serves many diverse populations in our service area, we desire to be more intentional with providing resources for our populations, especially those who are most disproportionately impacted. The identified groups include: Black/African American; Native/Indigenous (American Indian and Alaskan Native); Pacific Islanders. Other groups of interest include Latin(x)/Hispanic, Filipino, Asian, Mixed race, Undocumented students, veterans, adult learners, male students, LGBTQ+. Providing resources to these students will help ensure successful enrollment into the academic and career pathways of the college.

- CCC serves a diverse student body and continues to focus on scalable practices associated with seven overarching strategies to close equity gaps. These include: 1. Culturally Responsive Strategies, 2. Student Retention and Completion Platform (e.g., Starfish, CRM or Cohort Identification Tools), 3. Institutional Infrastructure Improvements, 4. Learning Communities, 5. Instructional Support Resources, 6. Financial Aid and Financial Literacy, and 7. Basic Needs Resources. Each of these seven strategies includes activities designed to support and guide students along their CCC academic journey. The CCC Student Equity Plan (aligned with the SEAP) linked [here](#).

- CCC has had measurable success in identifying and implementing strategies and initiatives linked to the student success metrics, with evidence of closing student equity gaps (with some student cohorts) by implementing and scaling the seven strategies noted above. Some examples of this can be found on pages 21-22 of the CCC 2022-2025 SEP linked [here](#).

- CCC will conduct an annual evaluation of its strategies to gauge the level of success, scalability of activities, and/or a redesign of its activities to support the student experience.

- CCC is invested in eradicating academic achievement gaps for disproportionately impacted (DI) students as identified in the 2022-2025 SEAP Plan and as noted in past *Guided Pathways and Scale of Adoption Assessment* reports.

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

Goal 1: DETERMINE PATHWAY OR COURSE STUDY IN THE FIRST YEAR –

- CCC needs improved and seamless technology tools. The Ellucian Colleague platform is not compatible with all our District technology applications, nor does it interface with other technology applications supported by the District or used by CCC.
- Ellucian Colleague issues under review by the District for its three colleges include: 1. How best to create college-specific pathways in Colleague. 2. How to map college-specific pathways and interface with other technology tools to better serve students. 3. How to integrate the technology tools supported by the District. It should be noted that the Ellucian Colleague tool is a bit dated.

GOAL 2: PROVIDE SUPPORTIVE RESOURCES FOR DISPROPORTIONATELY IMPACTED STUDENTS

- A) **PROGRAMMING:** While CCC has identified seven overarching strategies and some culturally responsive activities, strategies, and initiatives, CCC is in the process of assessing how best to institutionalize and staff these practices. Specifically, as it relates to Success Enrollment student metric, CCC has to determine how to institutionalize resources to provide culturally relevant programming such as orientation, onboarding, and welcome sessions necessary for these student populations.

- B) **MARKETING/OUTREACH:** Currently, CCC has dedicated resource pages specifically for undocumented students and veterans to view campus or community resources and programs. CCC will work with marketing to design a website with campus and community resources for our DI populations and create a sense of belonging by identifying resource leads and support teams with outreach and onboarding. Additionally, CCC should declare a visible land acknowledgment virtually or physically endorsed by local Native/Indigenous groups.

- C) **DATA DISAGGREGATION:** CCCApply data 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 actions has your college taken that has led to noticeable advancement towards your goal?

Goal 1: DETERMINE PATHWAY OR COURSE STUDY IN THE FIRST YEAR – Effective Spring 2023, CCC has successfully migrated all academic and career pathways into CCCApply. This allows new and returning applicants to select a program of study upon submission of the admissions application.

GOAL 2: PROVIDE SUPPORTIVE RESOURCES FOR DISPROPORTIONATELY IMPACTED STUDENTS

- A) **PROGRAMMING:** To provide current and culturally relevant programming, the following solutions are ways to introduce new programs to create college-wide awareness of the various student communities: passive and active programming highlighting the communities (i.e. heritage and history months for Native Americans, African Americans,

Latinx, LGBTQ+, etc.); Equity Speakers Series including Reyna Grande, Favianna Rodriguez, Lasana Hotep, Nathaniel Bryan, and others. Use of categorical monies to fund learning communities' activities such as Puente and other programs such as the African American Male Leadership, Veterans student activities, Rainbow Movement Club, Athlete student events, and large registration events for all students. As noted, this includes resources for DI Black and African American and Native/Indigenous (American Indian and Alaskan Native).

- B) **MARKETING/OUTREACH:** CCC has begun work on highlighting particular student population resources for Undocumented Students and Veterans Students. We have also embedded 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 and the First Year Experience). CCC also used 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 such as our annual welcome day for new local high school students, Comet Day in April.

The District has acquired a Customer Relations Management (CRM) tool, TargetX, and will configure CRM to effectively communicate culturally relevant programming and resources to designated student populations and families. The CRM will utilize two-way texting and personalized messaging based on the student journey map and outreach benchmarks leading to successful enrollment at the college. CCC has also introduced a new on-demand, real-time translation services for over 200 languages to ensure that students are served and understood at the ground level.

- C) **DATA DISAGGREGATION:** CCC has begun work on disaggregating mixed race students to ensure that these students are included in messaging to particular populations. One population, as an example are Pacific Islander students. Mono-ethnic data counts of Pacific Islander students roughly ranged from 30-40; however, when including mixed race students this population resulted in four to five times more students who could be included in ethnic specific messaging. Data are also reviewed and disaggregated for DI Black and African American and Native/Indigenous (American Indian and Alaskan Native) students.

What actions will your college prioritize on going forward?

- 1) Continue maintenance of CCCApply and all academic and career pathways for new students
- 2) Expand programming offerings to multiple groups of disproportionately impacted students
- 3) Design, create and implement student success teams which will help students locate their pathway supports including the early portion of the enrollment funnel (i.e. outreach, application, placement, matriculation, registration)
- 4) Deploy CRM and create enrollment benchmarks for students to receive text messages and communications (i.e. FAFSA/CADAA filing periods, registration deadlines, priority registration, orientation, and application periods)

- 5) Continue data disaggregation for mixed race students, ensuring inclusion to student engagement activities

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

- 1) Continue maintenance of CCCApply and all academic and career pathways for new students: further analysis of student population demographics and associated academic and career pathways will be important – further disaggregation of data to determine which student populations are under-represented per pathway.
- 2) Expand programming offerings to multiple groups of disproportionately impacted students – the college needs to continue its services and resources for our Black/African American, Latinx, and other BIPOC student communities. CCC also has evaluate the practice of designating employees from these populations to serve their own communities. With new learning communities Puente MAS, NASA, and others, identifying key campus partners and stakeholders from these communities will help build resources and relationships with students.
- 3) Design, create and implement student success teams which will help students locate their pathway supports including the early portion of the enrollment funnel (i.e., outreach, application, placement, matriculation, registration) - students in the pathways will be diverse. As such, it will be important to create diverse and inclusive student success teams to meet the needs of the students.
- 4) Deploy CRM and create enrollment benchmarks for students to receive text messages and communications (i.e., FAFSA/CADAA filing periods, registration deadlines, priority registration, orientation, and application periods) - Language considerations will be critical in deploying text and communication messaging to our students. The college hopes to utilize CCC Apply data and send multi-lingual messaging to students (and families for applicants and prospective students).
- 5) Continue data disaggregation for mixed race students, ensuring inclusion to student engagement activities - because of the sheer smaller numbers of Pacific Islander, Native Hawaiian, and Native/Indigenous students, identifying these students is critical to providing college-wide support. This same practice can be applied to other groups as well.

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?

CCCApply: all pathways are embedded in the application – the college will need to ensure that majors and programs are updated. The college website is also updated with all pathways, including marketing collateral, and outreach.

Comet Day is the college's welcome event for all local high school students in the West Contra Costa County service area. In 2023, we had major faculty involvement and buy-in resulting in over 300 students and their high school personnel in attendance. Academic faculty provided interactive lessons and demonstrations highlighting their academic and career pathway. We have also instituted regular standing meetings with our West Contra Costa Unified School District partners and are discussing dual enrollment and other early college credit opportunities for students.

The CRM tool TargetX will be launching 2023-2024 and the colleges are in heavy training and configuration in early to mid 2023. Based on the student journey, the college will be identifying key transitional points for students requiring more information and communications (i.e. application completion, priority registration, financial aid filing, etc.). The college will be developing templates to use throughout the academic year ensuring ongoing communication throughout the student experience.

Student success teams are currently being designed for each academic and career pathway in enrollment.

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

The college suffers from increased utilization of categorical funds for salaried positions. With positions being funded from “soft money”, institutionalizing funding for student support and resources is an ongoing, long-term issue. As an example, SB 85 (Retention and Outreach) grant money helps fund Comet Day and other outreach activities. There is no set commitment from the state indicating how long these funds will be provided to the community colleges, especially as we approach the new Student-Centered Funding Formula (SCFF).

Additionally, for classified professional positions, the classification and compensation structure for employees in the enrollment services roles is outdated by one to two decades. The nature of the work in enrollment services (i.e. admissions/records, financial aid, welcome services, outreach) has become more generalized and the current infrastructure supports specialized work. Hence, cross-training staff members for student success teams may require a reassessment of positions and current structures.

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?

In Progress

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

The college needs enhanced access to data and metrics on the success of application completion, FAFSA/CADAA completion and other stages of the enrollment funnel. This includes information about mixed race student data disaggregation. This also would include enhanced infographics for the prospective student population on the college’s pathways – such as determining how popular are each pathway by high school or region, or by ethnic group and gender/sex demographics.

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?

How the college will leverage institutional and state funds to financially support the pathways infrastructure including CTE programs. How will we enhance our funding to support adult learners and local workforce which comprise over two-thirds of the college's student population?

Student Success Metric 2: Persistence: First Primary Term to Secondary Term Less than 50% complete

What is your college’s local goal? Consistent with 2022-2025 SEAP, the DI student population is Black or African American.

Black or African American	
Timeframe	Measurable Output
Year 1 (2022-2023)	8.8% increase in the persistence rate of African American students, from 56.0% in AY2020-2021 (baseline year) to 64.8% (3-year target) in order to achieve full equity for this population. In year 1, our target is 59.3% (128/216).
Year 2 (2023-2024)	8.8% increase in the persistence rate of African American students, from 56.0% in AY2020-2021 (baseline year) to 64.8% (3-year target) in order to achieve full equity for this population. In year 2, our target is 62.0% (134/216).
Year 3 (2024-2025)	8.8% increase in the persistence rate of African American students, from 56.0% in AY2020-2021 (baseline year) to 64.8% (3-year target) in order to achieve full equity for this population. In year 3, our target is 64.8% (140/216).

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

Financial Aid – Many students still do not understand how financial aid works or the types of aid offered. 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 will to be done to continue to support these efforts, especially as the FAFSA is implementing a major overhaul for the next academic year. In addition to marketing, the entire campus needs to understand how to communicate to students about financial aid. CCC is invested in ensuring that Black or African American students are made aware of financial aid opportunities as a DI student group.

SparkPoint Financial Coaching – CCC also partners with financial coaching services to students to support with financial literacy.

Efficacy of learning tools – The college website, InSite, Canvas, tutoring center, library, technology (laptop and hotspots) and other resources must adapt to the students and not be an additional barrier. With online enrollment higher than in-person, our online platforms have to be student-centered easy to use, and compatible with CCC student resources.

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 especially with a focus on CCCs DI student populations.

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. CCC offers a host of “Basic Needs Resources” to address student needs and will continue to widely communicate these resources with our students, faculty, classified professionals and administrators.

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

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 updated and including student voices to determine the appropriate marketing, messaging and simplified verbiage.

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, with an intention on addresses some of these concerns. 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, more faculty needs to embrace the whole student. Similarly, more 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 Program 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?

Build out learning community practices to include instructional faculty, counselors, peer mentors/student ambassadors and a program coordinator to better connect students 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?

Consistent meetings with the Guided Pathways leadership team, with updates and input from all constituency groups. Requests for institutional research to allow us to make data-informed decisions.

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

There is 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.

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?

Yes

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

CCC is researching opportunities to develop a multi-year course schedule to guide and support student term-to-term persistence. Research shows that multi-year course schedules allow students to better plan their educational journey and leads to improved persistence rates.

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?

African American students who accessed tutoring for English 1AX had a 60 percent success rate. The average success rate for ENGL-1AX was 47.6 percent for all students. could improve further by recruiting additional students. Comparing ENGL 1AX Unlimited Possibilities (UP) students with other ENGL1AX students in Fall 2021, African American students in UP did significantly better than the average student in 1AX (pass rate of 64%). And when comparing African American students in UP with other African American students in ENGL 1AX, the result is dramatic: pass rate of 64 percent compared to 26 percent. CCC will collaborate with UP faculty to garner best practices as a model for new learning communities.

Student Success Metric 3: Completed Transfer-Level Math & English Less than 50% complete

What is your college’s local goal?

Consistent with the SEAP: Consistent with 2022-2025 SEAP, the DI student population is Black or African American.

Black or African American	
Timeframe	Measurable Output
Year 1 (2022-2023)	Have goal to a 9.3% increase in the completion rate of transfer-level Math and English of African American students, from 9.7% in AY2020-2021

	(baseline year) to 19.0% (3-year target) to achieve full equity for this population. The year 1 target is 13.4% (29/216).
Year 2 (2023-2024)	The year 2 the target is 16.2% (35/216).
Year 3 (2024-2025)	The year 3 target is 19.0% (41/216).

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

PROFESSIONAL DEVELOPMENT: There is a lack of professional development for faculty working with student populations needing support in Math and English. 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 student populations needing support in Math and English. 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?

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 African American and student populations needing support 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 student populations needing support in Math and English, 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 African American and other students needing academic support. We are also working toward an annual schedule to support student planning and increase completion of African American and student populations needing support in Math and English.

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?

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 such as our African American students. 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. Some possible topics for professional development include “Diversability,” “Black Men in Higher Education,” as well as Equity guest-speaker presentations. 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, such as African American students, 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 among African American students.

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 for our African American students. 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 our African American and student populations needing support in Math and

English 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?

Guided Pathway work is an integral part of our Strategic Education Master Plan and therefore the basis for our continued work. The Office of Instruction and deans work closely with the Department Chairs for both Math and English to implement and monitor Guided Pathway plans to attain college-wide goals.

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

We recognized the need for additional counselors and the creation of success teams. This will take a commitment to planning with our faculty and classified professionals to discuss reorganization of the work around Guided Pathways including Division structure, assignments and students support services.

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?

Yes

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

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?

We learned that Learning Communities and embedded tutoring are effective strategies to increase Math and English completion especially for our Disproportionately Impacted student groups. We will be using this model to scale interventions for our Academic and Career Pathways model. The action plan also includes the dissemination of data on a broad basis so that faculty and other key stakeholders have the ability to be more responsive to student need.

Student Success Metric 4: Transfer 50% to 75% complete

What is your college’s local goal? 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. And, consistent with 2022-2025 SEAP, the DI student population is Hispanic or Latino.

Hispanic or Latino	
Timeframe	Measurement Output

Year 1 (2022-23)	A goal is to have a 7% increase in the transfer rate of Latina/o/x/e students, from 11.8% in AY2017-2018 (baseline year) to 18.8% (3-year target) to achieve full equity for this population. The year 1 target is 14.0% (32/229).
Year 2 (2023-24)	A goal is to have a 7% increase in the transfer rate of Latina/o/x/e students, from 11.8% in AY2017-2018 (baseline year) to 18.8% (3-year target) to achieve full equity for this population. The year 2 target is 16.2% (37/229).
Year 3 (2024-25)	A goal is to have a 7% increase in the transfer rate of Latina/o/x/e students, from 11.8% in AY2017-2018 (baseline year) to 18.8% (3-year target) to achieve full equity for this population. The year 3 target is 18.8% (43/229).

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

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?

CCC successfully addressed equity gaps for African American students seeking to transfer for the 2017-2018 AY cohort. 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?

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 with multiple access points
- 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
- 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 (PIQs) and completing transfer applications

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

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 Platforms (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 (ADT) 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?

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?

Stable funding sources, staffing and counseling support as we scale up guided pathways transfer student success metrics and research to assess the effectiveness of overarching strategies implemented to increase student transfer for all Disproportionately Impacted student groups.

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?

Yes

Selection Sub-Questions:

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

CCC remains committed to ensuring that students receive the counseling and student support services needed to meet their educational goals. As noted, CCC offers transfer services, college site visits, and focuses on an overall institution-wide awareness of transfer. CCC is invested in the development of ADTs and collaborates with partner institutions to ensure a seamless transfer student experience.

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?

Scaling up the online and in-person transfer services for DI students. While the equity gap was noted as eliminated in the base year 2017-2018, this isn't the current reality.

Student Success Metric 5: Completion Less than 50% complete

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

X Certificate Completion

X Degree Completion

What is your college's local goal? Consistent with 2022-2025 SEAP, the DI student populations are Black or African American and Hispanic or Latino.

Black or African American	
Timeframe	Measurable Output
Year 1 (2022-2023)	A goal is to have a 10% increase in the completion rate from 5.7% in AY2018-2019 (baseline year) to 15.7% (3-year target). The year 1 target is 5.7% (13/230).
Year 2 (2023-2024)	The year 2 target is 7.8% (18/230).

Year 3 (2024-2025)	The year 3 target is 15.7% (36/230).
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Hispanic or Latino	
Timeframe	Measurable Output
Year 1 (2022-2023)	A goal is to have a 10% increase in the completion rate from 6.8% in AY2018-2019 (baseline year) to 16.8% (3-year target). The year 1 target is 6.8% (41/607).
Year 2 (2023-2024)	The year 2 target is 8.7% (53/607).
Year 3 (2024-2025)	The year 3 target is 16.8% (102/607).

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?

As articulated in the college's 2022-2025 SEAP, 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 of timely access to) of accurate and granular data.
- 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?

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, and verified by ACP faculty, and then counselors 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 in instruction and student support services.

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

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.). Support the strategic overarching goals identified in the SEP plan as well as the goals of the other student success metrics the 22-26 Guided Pathways Work Plan.

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?

The Guided Pathways adoption “team” meets weekly. The team includes the Vice-President of Student Services, Senior Dean of Instruction, and other GP stakeholders. This group constantly reviews GP efforts and provided feedback for changes as needed based on input from instructional faculty, counselors, classified professionals and administration.

The college will also continue to participate in the District’s an annual Pedagogy Conferences promoting culturally relevant pedagogy in all disciplines and instructional support services.

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

CCC has faced challenges due to large-scale staff and senior administration 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 in the next academic year. Also, the reduction of Guided Pathways funds has limited the ability to provide adequate and ongoing reassignment time for faculty or hiring of hourly staff to backfill classified staff support to allow for weekly participation with GP planning. Our plan to is to use the funds for project-based Other Academic Support and limited hourly support to backfill our for permanent classified professionals to participate.

Optional:

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

CCC will provide additional support services to non-credit program such as our ESL Noncredit Completion. Spring 2023, the Student Success and Retention office began a pilot program with the ESL department allowing faculty to send alerts to the staff when students need additional support. Also, the financial aid office supported the request for assisting our evening ESL students with completing their FAFSA/CADAA documents.

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?

Yes

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

Check Boxes:

X Certificate Completion

X Degree Completion

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

CCC engages in annual resource planning and program review processes that support the evaluation of college strategies, activities and practices in meeting its goals. In addition, departmental level reviews also provide information on how to best to scale high-impact evidence-based strategies and activities. Efforts to gain access to data in a more timely fashion to inform CCC's decision-making are being coordinated with the District Research.

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?

Our degree/certificate completion process is a barrier for many of our Disproportionately Impacted students. The system relies on students to initiate the request to earn a degree or certificate, but with degree auditing efforts across the District and possible changes in some of the financial aid regulations, we will explore auto-awarding specific degrees/certificates and determine student consent needs.

Question Group: Student Equity and Achievement (SEA) Program Integration in Progress

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

Integration in Progress –

What are some present challenges that have impacted integration?

Siloed efforts
Race neutral approach
Sustainability and scaling of culturally relevant practices
Stressed capacity across all employee groups
Transitional leadership

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

Our Strategic Plan has identified the following areas that support our Disproportionately Impacted students:
Topic Area 1: Institutional Capacity and College Community Cohesion
Topic Area 2: Academics and Student Support
2.1 Implement Guided Pathways in order to ensure student-focused academic programs
2.4 Increase institutional efficiency of student support through technology, communication and professional development
For Equity Plan

Annually we will:

Host Learning Event
Review Data with area/implementation leads
Convene Focus Groups
Produce an Annual Report

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

Timeframe (100 Characters ONLY)
Immediate: Conduct a deep -dive of the student success data and plans.
Intermediate: With a continuous improvement practice of brining information from above activities to all constituency groups for feedback and continuous improvement to reach our overall goals.
Long-Term:

How will your college evaluate these listed outcomes?

CCC's integrated planning and program review redesign efforts will be used milestones with our desired goals.

Question Group: Associate Degree for Transfer (ADT) Integration Starting Integration

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

Starting Integration –

What are some present challenges that have impacted integration?

CCC has successfully coded the new academic and career pathways into CCCApply mid 2022. All programs and degrees, including our ADTs have been incorporated into the new pathways, as well. Although our new students have been exposed to these new pathways, there are some continuing students who have not been properly onboarded to the new pathways. An ongoing in reach to these students will be beneficial to ensure all students in these pathways are being included in student support and other resources.

Additionally, CCC will need to continue its presence and support of the academic and career pathways in and out of the classroom. Because we do not yet have formalized student success teams, it is harder to capture students in need of resources by pathway.

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

CCC is currently in the process of designing, creating, and implementing student success teams to help better support retention services such as tutoring, degree completion, career and transfer services.

CCC has also launched academic and career pathways in the annual Comet Day, welcoming local high school students in our service area. The entire college participated in all pathways, including faculty leads, faculty demonstrations, and employee student group leaders by pathway.

Plans are underway to publish and post the ACPs to the CCC website along with Program Maps and access to Program Mapper.

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

Timeframe (100 Characters ONLY)
Immediate: Contacting continuing students about pathway resources; designing college student support structures by pathway.
Intermediate: Designating classified professionals, student ambassadors, instructional and non-instructional faculty to each pathway.
Long-Term: Institutionalizing transfer resources for students by pathway

How will your college evaluate these listed outcomes?

Annual monitoring of ATD degree completion by pathway and the progress of the student success completion goals.

Question Group: Zero Textbook Cost to Degree (ZTC) Program Starting Integration

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

What are some present challenges that have impacted integration?

- At Contra Costa College, we have been educating faculty to increase awareness about OER and ZTC.
- While we have had some success with getting departments to convert to ZTC, other departments (such as the sciences) are more challenging to convince.
- While most faculty do complete their OER projects and convert their class to ZTC, some do not complete.
- It is challenging to rollout at the district level versus the local levels with differing interests and needs.
- We have a new ZTC data dashboard that is near completion, but it has taken several years to build. We needed this dashboard at the beginning of the spring semester to help with our ZTC mapping of programs.

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

- We have developed a new facilitated, 4-week professional development course to educate faculty on OER, ZTC, antiracist pedagogy, and accessibility. We will begin to have cohorts of faculty complete this course before converting to ZTC.
- To recruit new departments, we are inviting them to participate in the training course and provide support for them with our OER Coordinator, ZTC Program Coordinator, OER Librarian, Accessibility Specialist positions. We are offering stipends for completing the training course and for converting to ZTC. We are also seeking to implement Controlled Digital Lending with our library for any faculty who are wedded to their textbook.

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

Timeframe (100 Characters ONLY)
<p>Immediate: Next academic year, we will launch our new ZTC Program facilitating cohorts of faculty through a 4-week training course and then supporting them in converting to ZTC. We want to build out one or more ZTC Academic and Career Pathways.</p>
<p>Intermediate: Over the next 3 years using our grant funds, our goal is to build out ZTC certificate and degree programs- allowing students to complete a certificate or degree with in an ACP using ZTC for all courses. We want to build out more of our ZTC Academic and Career Pathways. Another goal is to promote our ZTC programs and pathways to students through a marketing campaign.</p>
<p>Long-Term: Our goal is to shrink the equity gap and increase student success rates for disproportionately impacted groups as</p>

outlined in our Student Equity Plan. We eventually want to make all Academic and Career Pathways ZTC.

How will your college evaluate these listed outcomes?

We will evaluate these outcomes through the data we collect manually and from our new ZTC dashboard.

Question Group: California Adult Education Program (CAEP) Integration

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

Integration in Progress –

What are some present challenges that affect reaching full integration?

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?

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?

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

How will your college evaluate these listed outcomes?

Strong Workforce Program (SWP) Integration

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

Integration in Progress –

What are some present challenges that affect reaching full integration?

The college is currently working through an integrated planning process that will align Strong Workforce CTE funding with program review and the annual budget cycle. This will provide a sequenced logic model that will more fully align college decision making with state funding. Program pathway maps have been in development for many years and are continuing to be finalized as the college moves into a more structurally stable time period.

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

Development of Program pathway maps that lead students to career goals as aligned with the college Strategic Plan 3.2: Increase the number of students annually who complete their educational and career goals in a timely way.
Per the college strategic plan Action Area 3.3.3 Encourage and expand mentoring and career development practices and Action Area 3.4.5 Promote career readiness experiences. The college has fully implemented the Handshake job platform tool and increased the capacity of the Career Center by adding a Sr. Program Coordinator for Internships. The college is also working with a planning design tool to provide tracking and accountability for defined goals and outcomes.

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

Timeframe (100 Characters ONLY)
Immediate: Continue Handshake implementation and identification of SWP related pathway milestones. Communicate Strong Workforce KPI's to campus at large.
Intermediate: Provide Labor Market information in alignment with College and Career Pathways that inform college of occupation prospects.
Long-Term: Develop integrated planning and budgeting process that allows multi-year projection and reporting on utilized grant funds.

How will your college evaluate these listed outcomes?

- Students who complete 9+ CTE Units (SCFF)

- Students who earned a noncredit certificate over 48 contact hours, a Chancellor's Office approved credit certificate, associate degree, ADT, CCC bachelor's degree, or apprenticeship journey status (Vision for Success)
- Students who transfer to a four-year institution (SCFF)
- Students who reported that their job is closely or very closely related to their field of study (Vision for Success)
- Students who exited but did not transfer who attained the living wage for a single adult in the county where the college's district office is located (SCFF)