			Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions		
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence. | In progress | Considered our first step, COD develops a college-wide task force to develop planning and actions to engage in inquiry and later design.

Taskforce Development: Academic Senate President, Vice President of Student Learning and Student Success will convene a representative taskforce comprised of staff, faculty across disciplines and counselors, administrators, and students. To be convened for April 2018.

Recognizing that a number of important elements of what will ultimately shape the College of the Desert Guided Pathways Framework are already in place, taskforce planning efforts will focus on defining Guided Pathways, learning about best practices, and aligning existing | Student Equity and Educational Master planning have been data informed and can be used as models. Those models need to be expanded to include more constituent groups. | All members of the college community have familiarity with Guided Pathways, and those who have greater responsibility for building the framework have even more developed knowledge. | In Progress |

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	**Outline plan for each self-assessment element that will be addressed in this time period.**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.**	**Outcomes: Indicate what success will look like as a result of these efforts.**	**Anticipated Change in Scale of Adoption During Timeframe**
		initiatives with new ideas as we develop the Framework. Generate information and questions from across the college to shape COD defined Guided Pathways Framework. Identify strategies we already do and track and share effectiveness of those strategies.			
2. **Shared Metrics** - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	In progress	Introduce LaunchBoard data elements (Key Performance Indicators) and definitions. Deploy a dashboard based on LaunchBoard (KPI) data and other important student data. Provide program-appropriate training on benchmarks and data analysis.	Data is collected and housed on the Information Warehouse hosted by Institutional Research. That data could be aggregated into a single tool that is accessible and user friendly.	College community is familiar with LaunchBoard (KPI) data elements. Dashboard deployed. Constituents are able to access and refer to data dashboard comprised of LaunchBoard (KPI) elements and other relevant student data. Constituents have been trained to work with data effectively for program improvement planning and assessment.	In progress

			What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.		

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	**Outline plan for each self-assessment element that will be addressed in this time period.**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.**	**Outcomes: Indicate what success will look like as a result of these efforts.**	**Anticipated Change in Scale of Adoption During Timeframe**
3. **Integrated Planning** - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.	In progress	Considered our first step, COD develops a college-wide task force to develop planning and actions to engage in inquiry and later design. Build on other planning efforts.	A number of State Initiatives are internally integrated, such as SSSP Credit and Noncredit, Equity and BSI. Efforts to integrate planning across those initiatives as well as integrated planning for Strong Workforce and an application to join the OEI is underway. Strategic and Master Planning at COD use an integrated approach.	Taskforce developed A framework for Guided Pathways will be developed and will begin to integrate all other appropriate college initiatives.	In progress

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes:** Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
4. **Inclusive Decision-Making Structures** - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	In progress	Considered our first step, COD develops a college-wide task force to develop planning and actions to engage in inquiry and later design (see Element #1).	Recruit taskforce membership from existing Senate, CPC and student body committee structures and other constituent groups. Use models that have been previously effective for increased participation—i.e. Educational Master Planning and Adult Education Block grant project that used a multiple-team approach.	Task force members report and share information to representative groups across the college, including Academic Senate, College Planning Council, other committees, academic schools, student services and so on.	In progress
5. **Intersegmental Alignment** - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry	Autofill information from submitted self-assessment for each cell	Dropdown menu option for each cell in this column in each table. Note, this selection should make the next three columns unfillable.			

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	**Current Scale of Adoption**	Outline **plan** for each self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes:** Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
partners to inform program requirements.	in this column in each table: **In progress**	Will not be addressed during this period.			
6. **Guided Major and Career Exploration** - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.	Autofill information from submitted self-assessment for each cell in this column in each table: **In progress**	Dropdown menu option for each cell in this column in each table. Note, this selection should make the next three columns unfillable. Will not be addressed during this period.			
7. **Improved Basic Skills** - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	Autofill information from submitted self-assessment for each cell in this column in each table: In progress	Dropdown menu option for each cell in this column in each table. Note, this selection should make the next three columns unfillable. Will not address during this time period			

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
8. **Clear Program Requirements** - (Clarify the Path) College is clarifying course sequences for programs of study and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).	Early adoption	Mapping program opportunities for discipline faculty	Instructional faculty and counseling liaisons are facilitating program mapping, and completed mapped degree and certificate programs can be used as best practice approaches for other programs.

Electronic Student Educational Plans will be used to communicate program paths from mapped programs and serve to populate the courses needed for completion. This tool is also being used to inform deans and faculty about scheduling based on demand. | 60% of programs are mapped by June 2019

Marketing materials are developed and in use for students, counselors and instructional faculty. | In progress |

			What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.		
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for each self-assessment element that will be addressed in this time period.		**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
9. **Proactive and Integrated Student Supports** - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	Autofill information from submitted self-assessment for each cell in this column in each table: \ \ **In progress**	Dropdown menu option for each cell in this column in each table. \ \ Note, this selection should make the next three columns unfillable. \ \ Will not be addressed during this period.			
10. **Integrated Technology Infrastructure** - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning,	In Progress	Implement and integrate the following technologies: \ \ • MyPath and Career Coach \ • CalPASS MMAP Placement Pilot \ • ConexEd	SSSP Credit and Non-Credit Student Equity \ \ Basic Skills Initiative \ \ Online Education Initiative	The following technologies will be in use to serve students: \ \ MyPath integrates with CCCApply to direct students toward resources, including Career Coach and matriculation steps immediately following application \ \ Online Orientation is fully accessible from any internet enabled device	In progress

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
tracking, and outcomes for Guided Pathways.				CalPASS MMAP Placement available Electronic SEP is fully interactive for students and provides data to the college for use in scheduling GradesFirst Early Alert and Progress Reports help identify students at-risk and direct them to retention services ConexEd is used for online counseling	
11. **Strategic Professional Development** - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in	Early adoption	Identify strategies we already do and track and effectiveness and share across the college In support of efforts underway in response to Quality Focus Essay II, to implement institutional professional development plan, ensure that Guided Pathways Framework lens is incorporated. Use Flex opportunities and invite other constituents to	Activities and opportunities will be facilitated through the Faculty Development Committee, the Guided Pathways Task force, and other relevant committees.	Increased knowledge across the college about College of the Desert student experiences and Guided Pathways approaches. Integration of professional development in a Guided Pathways framework.	In progress

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
integrated plans, program review, and other intentional processes.		participate in college-wide "Student Experience Learning Series" throughout the year, ranging from brown bag lunches to formal, all-college opportunities.			
12. **Aligned Learning Outcomes** - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	In progress	Efforts underway in response to Outcomes and Assessment Committee Goals, Quality Focus Essay, and accreditation follow up report to increase user-friendly interface and effective tracking out outcomes assessment. Software under review by district and faculty-led work proceeding as scheduled.	Outcomes and Assessment Committee's efforts to support increased SLO assessment Strong Workforce planning and assessment Quality Focus Essay processes	Fully compliant with learning outcomes assessment	In progress
13. **Assessing and Documenting Learning** - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily	Early Adoption	Efforts underway in response to Outcomes and Assessment Committee Goals, Quality Focus Essay, and accreditation follow up report to increase user-friendly interface and effective tracking out outcomes assessment.	Outcomes and Assessment Committee's efforts to support increased SLO assessment Strong Workforce planning and assessment Quality Focus Essay processes	Effective and regular learning outcomes assessment occurs on cycle and improvements, if needed, are made.	In progress

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes:** Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.		Software under review by district and faculty-led work proceeding as scheduled.			
14. **Applied Learning Outcomes** - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	<u>Autofill information</u> from submitted self-assessment <u>for each cell in this column in each table</u>: **In progress**	Dropdown menu option for each cell in this column in each table. Note, this selection should make the next three columns unfillable. Will not be addressed during this period.			

CCC GP Implementation Timeline

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

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.							
Key Performance Indicators	**Current KPI Data** 2013-14 2014-15 2015-16			**Spring 2018-Summer 2019**	**Fall 2019-Summer 2020**	**Fall 2020-Summer 2021**	**Fall 2021-Summer 2022**
PARTICIPATION							
Number of students	1,664	1,717	1,874	To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one	18	20	20				
Average number of degree-applicable credits attempted in year one	15	16	16				
Full-time students	31%	34%	32%				
Persisted from term one to term two	72%	74%	73%				
College-level course success rate	73%	72%	72%				
TRANSFERRABLE MATH & ENGLISH COMPLETION							
Successfully completed transfer-level math in year one	5%	5%	5%				
Successfully completed transfer-level English in year one	26%	25%	26%				
Successfully completed both transfer-level English and math in year one	4%	4%	3%				
FIRST TERM MOMENTUM							
Successfully earned 6+ college credits in first term	37%	41%	43%				
Successfully earned 12+ college credits in first term	8%	9%	9%				
Successfully earned 15+ college credits in first term	2%	1%	1%				
Attempted 15+ college credits in first term	9%	8%	8%				

CCC GP Guided Pathways Allocations

Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.					
Sample Categories	**$ *(Prefilled from allocation formula)***				
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.				
	Anticipated %	**Anticipated amount (auto populate based on % noted)**	**Actual %**	**Actual amount**	
Personnel or Release Time					
Faculty stipends, coordination support	40	140,000.00			
Administrative support					
Professional Development					
On campus trainings, workshops & conferences	30	105,000.00			
Software					
Software and technology needs that emerge during the first 18 months	20	70,000.00			
Other					
Miscellaneous costs for activities and materials	10	35,000.00			
TOTAL	100%	303083.00			

Required per EC Section 88922 (c)

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

The inclusion of high school grades into the assessment/placement process	College of the Desert is on track to use high school grades for placement in spring 2019 in accordance with the AB 705 implementation guidelines. Currently we are participating in the MMAP placement pilot with CalPASS for English, ESL, reading and math. The English department has been using high school GPA to place students into transfer level English for over one year. The math department is working toward guided self-placement.

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

Provide additional opportunities for College of the Desert staff, faculty and students to attend conferences through 2018-2019.

Make available Guided Pathways experts to come to College of the Desert to assist in educating college community about the Guided Pathways Framework.