California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary

Introduction
The State of California's $150 million one-time investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a framework for college transformation. As part of this investment, each college will receive support to begin an intensive five-year planning and implementation process to rethink and redesign their institutions to be more student-centered. To begin this cultural and institutional transformation to make our colleges student-ready, each college was invited to complete and submit the [California Community College Guided Pathways Self-Assessment Tool](#) (Self-Assessment). The California Community Colleges Guided Pathways Action Plan, Timeline, and Allocation Summary (Work Plan) outline how the college will advance its work for each of the 14 key elements of the Self-Assessment. Completion of these documents will be needed to access available funding.

Purpose
This Work Plan provides a template for each college to outline next steps to advance toward or maintain full scale adoption on each of 14 Self-Assessment elements. Note that full scale adoption is not expected for every college on every element within the five-year time frame. Rather, each college, given its current adoption stages based on the completed Self-Assessment, should outline a plan and realistic outcomes for the time period between spring 2018 and summer 2019. College Work Plans covering this first phase of planning only need to address only those areas addressing planned activities. As a result, all 14 items are unlikely to include planning efforts and will vary college by college. The Chancellor's Office recognizes that these plans may also change as implementation efforts evolve. Those changes may be noted in future planning reports. The guided pathway effort will take time to implement, and these documents will cover just the first phase of what will be at least five years of planning and activity in order to achieve full adoption.

Use
Each completed Work Plan will be reviewed by Wednesday, May 30, 2018 by a team of reviewers who will supply feedback on the plan intended to support implementation efforts. A rubric will be developed to allow each reviewer to gather similar information from each college work plan to inform future capacity building support including resource materials, field guides, and online learning modules that will provide resources to support Guided Pathways inquiry, design, and implementation. A summary of the information gleaned from the college plans will be completed to provide context for the statewide guided pathways movement overall. This summary will also be provided to the legislature to support inquiries regarding statewide implementation.

Overview
The Work Plan covers Phase I (spring 2018-summer 2019) of the California community colleges guided pathways effort. Mirroring the Self-Assessment, an action plan template is provided for three categories— inquiry, design, and implementation—with a row for each of the Self-Assessment elements. It is not expected that colleges will be undertaking work on all of the elements during this Phase I time frame. For Phase I , the colleges should select which elements will be the primary focus during this first phase, and provide action plans for these. Many colleges will be at the inquiry stage and will not begin design or implementation efforts at this time. However, colleges who have already engaged in efforts regarding specific elements may continue focus efforts in these areas. For each of these elements, a local cross-functional team is asked to outline and vet plans to advance along the scale of adoption. Efforts and programs that will be aligned and integrated to support the work on each element should be noted.

Deadline
The completed Work Plans must be submitted via the online portal by Friday, March 30, 2018. Until the online portal is made available, colleges may use this Word document for preparing individual submissions.

Funding

If a Self-Assessment was completed and submitted by Saturday, December 23, 2017 and college representatives attended an IEPI workshop dedicated to the self-assessment process, the college's submission of a completed Work Plan will trigger the first allocation payment. The payments will be released by Monday, April 30, 2018.

Follow-Up

The Work Plan is a living document that will be updated periodically along with the Self-Assessment to document the college's process and progress for adopting a Guided Pathways framework. Colleges have the option to update their Work Plan at any time. However, an updated version of the Work Plan and the Self-Assessment will be due annually. The completion and submission of an updated Work Plan and Self-Assessment will trigger the second allocation payment. These payments are expected to be released in late spring every year through 2022.

College: Cuyamaca College
Timeframe: *Spring 2018-Summer 2019*

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	Outline **plan** for each self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element?	**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.	Early Adoption	Develop and implement communication and training plan for faculty, staff, and administrators to access and utilize available student success data More meaningfully integrate data into governance group work to raise awareness and increase utilization of student success data and any applicable equity gaps	The College will continue to leverage its annual evaluation and planning retreat to engage the campus community in discussions of student achievement data and overall college performance. The College's IESE Office will continue to develop its website to improve access to meaningful data and training materials for campus practitioners. The IESE Office will collect, analyze, and present data related to guided pathways in various groups across the College.	Increased awareness of college performance Improved utilization of data for planning and decision-making across the college Increased awareness and implementation of guided pathways principles at all levels of the College	Scaling in Progress

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.	Scaling in Progress	Further align key performance indicators across initiatives, grants, and strategic goals using guided pathways as a framework Develop a more user-friendly key performance indicator dashboard (through a pathways lens) to better convey college performance in relation to institution-set targets and standards Set standards and targets for new guided pathways-related key performance area	The College is currently refining its KPIs (adding indicators) in light of its guided pathways work and will integrate the recommendations of the CCCCO's metric alignment work group. The GCCCD Research, Planning, and Institutional Effectiveness Office has developed Tableau dashboards that are available to the public. The College's IESE Office has developed program review data reports and posted them on its public-facing website. In order to inform the campus community about these resources, the IESE will continue to provide presentations in existing governance group meetings and through workshops open to college faculty, staff, students, and administrators. The College's IESE Office and Institutional Effectiveness Committee is currently drafting a research agenda centered on the College's four strategic priorities. The research agenda will guide the work of the IESE Office in 2018-19 and beyond and will help align research and evaluation activities with each	Increased awareness of college performance Improved utilization of data for planning and decision-making across the college	Scaling in Progress

			of the College's strategic priorities. The College has established standards and targets for existing key performance indicators and monitors progress on each of these indicators. The College engages in broad dialog about progress on these indicators at its annual spring planning and evaluation retreat.		
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.	Early Adoption	Further integrate guided student pathways framework into program review templates and resource allocation processes Leverage guided student pathways framework to integrate programs and initiatives across the College	The College has begun its discussions of the program review structures and process. Currently there are four separate program review committees. With the College's work on governance redesign, these committees are targeted for streamlining and/or combining into one guiding body for the program review process. With this integration, program review templates will need to be aligned. In 2017, program review annual update templates were aligned across all areas of the College, and the timeline for all program reviews was also aligned such that all program reviews and resource requests were due on the same date. Additional work in this area is needed.	Guided pathways framework and implementation incorporated into program review and resource allocation documentation/artifacts (templates, rubrics, training, etc.) Increased number of program reviews reflecting guided pathways-related activities in planned or completed action plans	Scaling 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 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?	**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.	Early Adoption	Incorporate the guided pathways framework into governance group agendas/documentation Develop a proposal to redesign the college governance structure to better facilitate guided student pathways implementation Develop design teams to tackle the various stages of a student's experience to design under GP framework	A Guided Pathways Workgroup has been established to steer college-wide communication, input and decisions related to guided pathways. Membership is fairly representative of administrators, faculty, and classified staff (including Deans, Counseling, CTE, math, science, English, behavioral sciences, tutoring, admissions, DSPS, financial aid, students). Representation is lacking in ESL and in categorical programs. The College may consider adding an ESL faculty member and the new Associate Dean over categorical programs. A college team has been established to participate in "Leading from the Middle" with a focus on guided pathways. Members include faculty and administrators from both instruction and student services, and a classified professional.	The re-designed governance structure will be established, to include design teams, which will facilitate effective implementation of our guided student pathways work. The guided pathways framework will be embedded regularly into governance agendas, meeting minutes and other documentation. There will be robust dialogue and engagement across all constituent groups regarding the guided pathways framework.	Scaling in Progress

			Broad college feedback is being sought to inform a governance re-design to facilitate guided pathways by way of discussions at Cuyamaca College Council, through college retreats and through a college-wide survey.		
5. **Intersegmental Alignment** - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	Early Adoption	Identify opportunities to improve and systematize the gathering of feedback from K-12, four-year institutions, industry partners, and adult education Foster stronger relationships to advance intersegmental alignment	Increase cross functional engagement by integrating student services into the CTE pathway activities of the East County Educational Alliance. Add student services components to CTE industry advisory activities. Chairs and deans at Cuyamaca college will meet periodically with their counterparts at SDSU, and coordinate their meetings with the Transfer Center Coordinator.	Enhanced outreach and engagement efforts will reach a broader audience of HS and Adult-Ed students to include CTE and non-CTE populations. CTE industry input will identify strategies for student success currently not in practice. Robust relationships with chairs and deans at SDSU will lead to better alignment of courses and outcomes for transfer programs.	Early Adoption
6. **Guided Major and Career Exploration** - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and	Early Adoption	Develop and implement an integrated, campus-wide vision for career services Refine meta-majors to more effectively place students into career interest areas	Relocate the Career Services Center to a larger space in the Student Center, and staff it with a Career Services Supervisor, counselors, and a faculty coordinator; organize and implement a wide range of career exploration	Every new student will join a cohort organized by meta-major, and will take a required career exploration course themed to that meta-major. Within two semesters each student	Scaling in Progress

career exploration early on in a student's college experience.		Implement a mandatory career exploration class for all new students	workshops and activities that meet students' scheduling needs. Continue the current process of organizing both CTE and non-CTE programs into meta-majors of related fields of study that combine certificate, associate degree, and transfer options Develop new or modify existing curricula to provide a low-unit career exploration class that new students are required to take	will identify a specific program of study within the meta-major. At regular intervals students will be able to attend workshops, learn about internships and employment opportunities, and meet with counselors and instructional faculty in their major area of study to align their academic and career goals.	
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.	Full Scale	Institutionalize professional development for student-centered pedagogy in all basic skills areas (English, math, ESL) Implement multiple measures in English at scale	The College will leverage its existing efforts through its BSSOT grant to continue to increase the number and percentage of incoming students who successfully complete transfer-level math and English within one year. In 2016/17, the math department eliminated its traditional basic skills courses and leveraged multiple measures placement and concurrent-enrollment support to dramatically increase student completion of transfer-level math in the first year. The English department recently scaled up its	Significant increase in the number of students successfully completing transfer-level English and math within one year. Decrease in achievement gaps in completion of transfer-level English and math for students of color. Students will move through their ESL levels more seamlessly and at an overall faster pace. Those students who need more time will go through all five levels, those who can take advantage of the accelerated curriculum will move faster, skipping	Full Scale

| | | | corequisite transfer-English support course and eliminated English courses that are more than one level before transfer.

The bottom two levels of ESL will be replaced by one level of ESL with an accelerated curriculum. New companion courses will be offered in place of traditional speaking/listening classes.

The College will continue training sessions that will continue to prepare teachers for the new curriculum in these new classes. Training will likewise continue for teachers of the acceleration classes already established to further develop teaching skills and best practices for the acceleration program.

Curriculum for the accelerated classes will be further developed by the instructors teaching the courses, and this curriculum will be shared in a common Community of Practice available to all. All teachers will be able to contribute to this Community and will be encouraged to do so.

A common test with English for the accelerated ESL two | levels as they establish early mastery.

There will be an extensive Community of Practice repository of lessons and activities available to all educators. This repository will contain at least five semester's worth of plans and activities for every ESL accelerated class. | |
|---|---|---|---|---|---|

			levels below transfer will be initiated as part of the process of allowing ESL students to skip a level and go straight into transfer-level English.		
8. **Clear Program Requirements** - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer	Early Adoption	Develop academic maps for every degree and certificate the College offers Publish academic maps in the College Catalog and on the college website for utilization by counselors and students to develop individual education plans	The college is in the process of collecting the following data for every degree and certificate the college offers: 1. Meta-major affiliation 2. Gateway courses 3. Milestones and momentum points 4. College-level prerequisites and recommended course sequences and pairings 5. Recommended Math and English courses 6. Recommended General Education classes 7. Career pathways This data will be organized into a set of program maps for every degree and certificate. The degree maps will be grouped by meta-major; those groupings will determine the way our programs of study are presented in both the 2018-19 college catalog and on the college website	When students look at our website or catalog the first layer of information will be clusters of related careers, followed by information about the meta-major that is associated with those career paths. Each meta-major will offer a series of specific programs of study or pathways. Each pathway will have a degree map to identify its gateway courses, momentum points, and recommended course sequences, with additional information about recommended steps at various stages of program completion. The meta-major degree map information will be available to download from the college website, and also available in hard copy at many places at the college. Students will take the degree map to their counseling session	Scaling in Progress

| | | | | and use it to inform their educational plan.

After completing a degree map that culminates in an Associate Degree and/or Certificate, students will demonstrate career readiness by demonstrating resume, interview, & career research skills.

After completing a degree map that culminates in a successful completion of a transfer field, students will apply for a degree & Certificate of Achievement. | |
|---|---|---|---|---|---|
| and career outcomes). | | | | | |

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?	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
9. **Proactive and Integrated Student Supports** - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	Early Adoption	Pilot and expand effective, evidence-based practices developed in the College's Title V and Title III HSI grants i.e., tutoring (academic and non-academic practices), non-tutoring mentoring, summer orientation, managing student life Ensure students are monitoring, updating, and adhering to a comprehensive education plan (with Title V or Title III staff, college counselors, or instructional faculty) Connect students with mental health services; scale up mental health services offered to students by the college; ongoing employee (faculty, staff, and hourly workers) awareness training of campus mental health resources	We have an existing Title V and Title III program. These programs incorporate the academic and non-academic components listed in our outline plan Some, but not all students are currently required to complete a comprehensive education plan. College currently provides limited mental health services for students. Some training (flex week) currently exists to make faculty/staff aware of campus mental health services. Efforts currently exist on campus to provide academic and non-academic student support through tutoring, diversity dialogs, cultural events, etc. Current college strategic plan explicitly states a college priority of student validation and engagement	A majority of our students (specifically those who are disproportionately impacted) will receive managing student life tutoring services (academic and non-academic practices), non-tutoring mentoring, summer orientation, All students will complete, monitor, update, and adhere to a comprehensive education plan (with Title V or Title III staff, college counselors, or instructional faculty) Increasing the availability of mental health services in order for students to meet with a counselor at any point Existence of an early alert system Incentives in credit courses for participation in tutoring, diversity dialogues, student validation and cultural events. A majority of our students (specifically those who are disproportionally impacted)	Scaling in Progress

		Campus wide partnership to expand and increase participation in early alert processes Integrate existing efforts for academic and non-academic student support (e.g., tutoring, diversity dialogs, student validation and cultural events, intrusive case management, etc.) A student centered atmosphere and culture which has the capacity to handle student issues at the time and place at which students are first seeking assistance Awareness and partnerships of DSPS, EOPS, UP, CalWORKs, etc. across campus to ensure effective case management services	Some training (flex week) and partnerships currently exists to make faculty aware of DSPS, EOPS, UP, CalWORKs, mental health services.	will engage in intrusive case management Increase percentage of students reporting on the CCSSE that they developed meaningful connections on campus; Increase percentage rates/numbers of students, disaggregated by demographics, who utilize and are satisfied with support services Develop an online training program regarding DSPS, EOPS, UP, and CalWORKs, etc., programs which employees (faculty, staff, and hourly workers) can participate in campus informational session.	
10. **Integrated Technology Infrastructure** - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to	Pre-Adoption	With District Information Technology Office, document business processes for student education planning to inform online education planning implementation and schedule development	District Information Technology will implement Self Service, a smart-device system for online registration, for the Fall 2018 Semester. A basic configuration of Colleague-based educational planning software will be implemented in Fall 2018 that will allow students to create	Students will be able to create personalized education plans that adapt the degree map for their specific major to their particular scheduling needs. The education plans will allow counselors and students to monitor their progress to completion, department chairs/coordinators to identify	Early Adoption

provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.			electronic education plans with searchable and editable fields.	cohorts of majors for outreach and academic advising, and allow educational administrators to plan class schedules that meet the needs of students.	
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 integrated plans, program review, and other intentional processes.	Early Adoption	Refine professional development plan utilizing guided student pathways as the overarching framework Systematically incorporate strategic professional development into the implementation of guided student pathways Develop infrastructure to better leverage and assess professional development resources via "train-the-trainer" model Assess professional development organizational structure to determine if it is meeting needs of faculty and classified staff Offer guided student pathways workshops and	A professional development needs assessment survey was developed and administered in 2017, and the results of the survey were used to develop professional development trainings for the 2017/18 academic year. Additional data collection methods are needed in order to better assess needs at the program or department level. A five-year professional development plan was developed and vetted in 2017; the plan aligned with the College's four strategic goals. The College recently developed a request process for professional development funding that includes a rubric linking requests to College strategic goals. This process could be refined to more squarely focus on guided student pathways as a theme	Increased awareness of guided student pathways and equity minded practices across departments and programs Deliverable products informed by faculty, staff, and administrators that can be posted and shared across the campus Professional development plan integrated with and informed by the program review process	Scaling in Progress

		trainings for individual programs and departments Provide training on guided student pathways and related topics to the College's administrators	and enhanced with greater accountability, meaning those who are granted professional development funding could create deliverable products for the campus on topics they learned about at a given workshop/conference/ training.		
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.	Early Adoption	Increase the number of programs with PLOs mapped to ILOs, career competencies, and/or transfer program competencies Ensure course SLOs are appropriately mapped to PLOs for each program	The role of the Student Learning Outcomes Coordinator is currently being re-scoped in order to promote alignment and effective use of learning outcomes in Program Review, Curriculum, and Guided Pathways work. The Student Learning Outcomes Coordinator will join both the Curriculum Committee and its Technical Review Subcommittee to bring greater awareness and scrutiny to the alignment of course-level SLOs, PLOs, and ILOs with the identified skills and outcomes associated with pertinent career or transfer pathways. The Curriculum Committee will explore the feasibility of adding workplace and career skills to GE course outcomes.	Outcomes at the course, program, and institutional level are regularly reviewed for internal alignment and for relevance to career and transfer goals. The Student Learning Outcomes Coordinator role will shift from a data-management position to a resource position to promote alignment and effective use of learning outcomes at the course, program and institutional level.	Scaling in progress

13. **Assessing and Documenting Learning** - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	Early Adoption	Pilot new online form for SLO data collection and reporting Provide workshops on SLO-centric instruction Integrate SLO review process into the curriculum process Explore options for direct assessment of ILOs Compile resources on learning outcome assessment in the context of guided pathways for the campus community Develop resources, training, and processes to support direct assessment/ demonstration of learning and skills-building across courses through program and institutional learning outcomes	The Student Learning Outcome and Assessment Committee (SLOAC) is currently revising its committee charge and composition as part of the College's governance redesign efforts. The Student Learning Outcomes Coordinator, Institutional Effectiveness Specialist, and SLOAC members are currently updating learning assessment guidelines, resources and documentation. The Student Learning Outcomes Coordinator is currently facilitating professional development opportunities for faculty about meaningful assessment and how to use assessment data for program improvement. This work will continue through 2018/19 and 2019/20. With funding through IEPI, the College launched faculty stipends for innovative assessment projects in January 2018. These stipends are being leveraged to advance a culture of inquiry, assessment, and continuous improvement across instructional programs (as	Increased number of programs with meaningful course SLOs and assessments documented in TracDat/Improve Increased number of programs with SLO and PLO action plans documented in TracDat/Improve Process developed to directly and indirectly assess student learning mapped to the institutional learning outcomes	Scaling in Progress

			well as student services).		

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.	Scaling in Progress	Increase professional development opportunities (and the number of participating faculty) related to applied/contextualized learning and practice Increase the number of programs that offer work experience or similar engagement opportunities	Course sequences are currently being aligned to pathways for program completion and or transfer to a university. Continue existing evolution of classroom instruction and pedagogy to the student centered learning that has been supported by BSSOT. Faculty will share strategies with other programs on campus beyond Math, English and ESL, who are already making changes in how they teach. Data is being collected by some disciplines to identify trends when teaching methods are changed. Some disciplines are already updating Course Outlines of Record as needed to better suggest and support contextualized learning. These Outlines could also include suggested activities, descriptions of teaching tools, as well as intended outcomes that are directly related to applied learning. Continue to provide the currently existing opportunities for faculty professional development in the areas of online	Pathways to degrees will be available to students in a form that they can easily understand and use as a guide to complete their goals. Students will be successful as evidenced by SLO and PLO data collected. There will be evidence that active learning in the classrooms is widespread and leading to improved outcomes and satisfaction. Curriculum and teaching tools will be user friendly for new faculty and support them as they facilitate student centered learning. Faculty will be supported in the campus culture change to student centered learning. They will have opportunities to learn about and try new techniques.	Scaling in Progress

			instruction, mindfulness, reading apprenticeship and student support.		

CCC GP Implementation Timeline

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

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
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** (2015-16 from Launchboard)	**Spring 2018-Summer 2019**	**Fall 2019-Summer 2020**	**Fall 2020-Summer 2021**	**Fall 2021-Summer 2022**
PARTICIPATION					
Number of students	1,295				
Average number of credits attempted in year one	18				
Average number of degree-applicable credits attempted in year one	13				
Full-time students	36%				
Persisted from term one to term two	69%				
College-level course success rate	79%				
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one	15%				
Successfully completed transfer-level English in year one	21%				
Successfully completed both transfer-level English and math in year one	9%				
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term	37%				
Successfully earned 12+ college credits in first term	10%				
Successfully earned 15+ college credits in first term	2%				
Attempted 15+ college credits in first term	10%				

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	$ 212,040				
	Summer 2018-Summer 2019				
	Anticipated %	Anticipated amount	Actual %	Actual amount	
Object / Description					
1000 Academic Salaries					
Total	23%	$48,000			
2000 Classified and Other Non-Academic Salaries					
Total	6%	$13,138			
3000 Employee Benefits					
Total	14%	$29,957			
4000 Supplies and Other Materials					
Total	5%	$10,795			
5000 Other Operating Expenses and Services					
Total	47%	$100,150			
6000 Capital Outlay					
Total	5%	$10,000			
TOTAL	*100%*	*$212,040*			

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:	Since fall 2016, Cuyamaca College has served as a model across the state for implementing multiple measures and corequisite support courses in math. Currently, the College leverages high school transcript data to place students in math, and beginning with the 2018/19 incoming student cohort, the College will be using multiple measures in English as well. As of 2016/17, the English department developed a corequisite support course for its transfer-level writing course (English 120). The English department will be using high school transcript data and MMAP placement rules to place students starting with students who enter in the summer or fall of 2018. The ESL department is currently piloting a multiple measures approach to placement with hopes of implementing in the coming year.

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):

Cuyamaca College is one of the 20 California Guided Pathways-participating colleges. It would be very helpful to have continued alignment across the CCCCO project and the California Guided Pathways Project and to have support from the CCCCO to leverage the work for the California Guided Pathways project in the CCCCO guided pathways activities.