COLLEGE of the DESERT

GUIDED PATHWAYS TASK FORCE

MINUTES FOR THURSDAY, APRIL 19, 2018	2:00 PM - 4:00 PM	Public Safety Academy, Room 19A

Voting Members Present:	Amanda Phillips, Andie Aldana, Aries Jaramillo, Claudia Derum, Donna Greene, Doug Redman, Ellen Hardy, Exequiel Nuno, Karen Tabor, Sheryl O'Donnell, Tiffany Abeytia, Veronica Daut
Non-Voting Members Present:	Carl Farmer, Gary Williams
Members Not President	Kurt Struwe, Leslie Young, Oscar Espinosa-Parra
Guest(s):	Annebelle Nery, Pamela Ralston
Recorder:	Mary Lou Marrujo

AGENDA

1. Call to Order/Roll Call (2:05)

2. Action Item(s)

2.1 Approval of Agenda

DISCUSSION	Pamela Ralston advised that she, Annebelle Nery and Carl Farmer were co-chairs of a work group that completed an Action Plan that was due to the Chancellor's Office on March 30, 2018. Today they are convening this representative task force comprised of staff, faculty across disciplines, counselors, administrators and students to continue with Phase I of the Action Plan Development.

Although Pamela, Annebelle and Carl will not officially be convening the meetings during this next phase, they are here today to help launch this newly appointed task force and will continue to support and contribute to this very important committee. Annebelle added that these task force members were chosen because they work closely with the activities that this initiative requires.

There was a brief discussion on Tri-Chairs for this Task Force. Leslie Young, Karen Tabor, Amanda Phillips and Ellen Hardy expressed an interest in co-chairing.

Amanda Phillips and Annebelle Nery had to leave the meeting due to a prior calendar conflict.

The agenda was approved as submitted. |
| CONCLUSION | **Tri-Chairs:**
Faculty: Ellen Hardy
Student Success: Amanda Phillips
Student Learning: TBD |

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE

3. Information/Discussion Item(s)

3.1 Share – What do you know about Guided Pathways?

DISCUSSION	• The initial plan duration is 18 months.

	- Initiative duration is five years. - Total funding is $1,213,331 - This Task Force will begin work on Stage I to move this effort forward over the course of the remainder of this academic year and next year. - Task Force planning efforts will focus on defining Guided Pathways, analyzing student data, learning about best practices for improvement, and aligning existing initiatives with new ideas as we develop the framework. The goal is to increase student success. - This work will be student and faculty driven.		
CONCLUSION			

FOLLOW-UP ITEMS		**PERSON RESPONSIBLE**	**DEADLINE**

3.2 What do you want to know about Guided Pathways?

DICUSSION	Discussion ensued on the many ways this initiative will help us work towards communicating better, district-wide, and creating pathways that better serve students.		
CONCLUSION			

FOLLOW-UP ITEMS		**PERSON RESPONSIBLE**	**DEADLINE**

3.3 Discuss Guided Pathways Planning Stage I

DICUSSION	*Stage 1 Timeline* (copy attached) lays out the work to be done over the next 18 months. *Action Plan, Implementation Timeline, and Allocation Summary* (copy attached) is an intensive five-year planning and implementation process to rethink and redesign our institution to be more student-centered. The Action Plan has been reviewed and approved by the Senate and College Planning Council. It was pointed out that this is a living document that will be updated periodically.		
CONCLUSION			

FOLLOW-UP ITEMS		**PERSON RESPONSIBLE**	**DEADLINE**

3.4 Discuss CCCCO Launch Board Benchmark Data for GP

DICUSSION	The LaunchBoard, a statewide data system supported by the Chancellor's Office and hosted by Cal-PASS Plus (link: Launch Board), has a link to Guided Pathways that will provide data by college, by year. It will provide information on first-year momentum points including retention, gateway course completion, and unit accumulation, as well as historical trends, disaggregated figures, and comparison data to contextualize results. The data is somewhat difficult to navigate, so Karen Tabor pulled together the data on a spreadsheet with comparison to state-wide averages and the highest achievers for each benchmark (copy attached).		
CONCLUSION			

FOLLOW-UP ITEMS		**PERSON RESPONSIBLE**	**DEADLINE**

3.5 What is the way forward?	

DICUSSION	**Communications with Task Force**
	• Committee members would like printed copies of the agenda and backup documents at the meetings.
	• Ellen Hardy will be the point person to send out Task Force updates to the COD community. The Task Force will decide as a whole on the content of the emails.
	
	Other ways to communicate to all constituencies?
	• A Guided Pathways website will be set up.
	• There was a suggestion to post informational posters around campus. Perhaps a poster design contest with a monetary incentive for the students.
	• Create fun infomercials with students to help people understand why we need pathways.
	• Schedule a presentation to ASCOD.
	
	Task Force meeting schedule for April-May
	• Change meeting time to begin at 2:15 p.m. to 4:15 p.m. to accommodate some of the committee members.
	   o Thursdays—April 26, May 3, May 17
	
	Summer Sub-committee work
	• It was the consensus of the group to continue work over the summer months so as not to lose momentum. Several members will be available. Further discussion at next meeting.
	
	Flex GP event
	• The group is interested in a presentation at Fall Flex. Discuss at the next meeting.
	
	Workshops/Conferences
	• The Chancellor's Office is hosting a Guided Pathways Workshop in Costa Mesa on April 27, 2018. We can send teams of up to five.
	   o Confirmed to attend: Karen Tabor and Leslie Young
	   o Interested in attending: Tiffany Abeytia, Sheryl O'Donnell, Andie Aldana

CONCLUSION	

FOLLOW-UP ITEMS	PERSON RESPONSIBLE	DEADLINE
• Add discussion on summer tasks to next agenda. • Request a place holder on Fall Flex schedule. One half day.	Mary Lou Marrujo Donna Greene	

4. Adjournment:

NEXT MEETING:
Thursday, April 26, 2018
2:15 pm to 4:15 pm
Public Safety Academy, Room 19A

Stage I Timeline

Key Elements	Spring 2018-Summer 2019
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.	**April 2018** Establish cross-college taskforce, to begin meeting in April, May and possibly summer 2018. Plan Fall opportunities for learning and professional development including Fall Flex 2018.
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.	**Spring 2018** Develop a data dashboard using LaunchBoard (Key Performance Indicators) and local data **Fall 2018** Train campus members on the data to learn more about our students' experience
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.	**Fall 2018** Taskforce reviews other planning initiatives and begins to bring them together
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.	**April 2018** Establish cross-college taskforce, to begin meeting in April, May and possibly summer 2018. Develop work teams to address data analysis, professional development, learning outcomes and program mapping. Solidify budget to align with plan.
8. Clear Program Requirements - College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).	**Fall 2018-Spring 2019** Create workshops with stipends for faculty to map programs
10. Integrated Technology Infrastructure - College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.	**Fall 2018-Spring 2019** Complete implementation of technology framework
11. Strategic Professional Development - 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.	**Spring 2018** In support of efforts underway in response to Quality Focus Essay II, implement institutional professional development plan, ensure that Guided Pathways Framework lens is incorporated. Create and offer professional development opportunities
12. Aligned Learning Outcomes - 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.	**Spring 2018-Spring 2019** Complete the Quality Focus Essay I timeline and ACCJC follow up report
13. Assessing and Documenting 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.	**Spring 2018-Fall 2018** Implement Student Learning Outcomes assessment tracking software and assessment cycle

College: College of the Desert
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? 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

Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
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 each self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes:** Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	In progress	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.			

CCC GP Action Plan, Timeline, and Allocation

3/15/2018

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
partners to inform program requirements.	<u>in this column in each table</u>: **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.	<u>Autofill information</u> from submitted self-assessment <u>for each cell in this column in each table</u>: **In progress**	<u>Dropdown menu option for each cell in this column in each table.</u> 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.	<u>Autofill information</u> from submitted self-assessment <u>for each cell in this column in each table</u>: In progress	<u>Dropdown menu option for each cell in this column in each table.</u> Note, this selection should make the next three columns unfillable. Will not address during this time period			

Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study 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

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 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**
	Autofill information from submitted self-assessment	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.			
	In progress				
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.					
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 share 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 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**
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.	<u>Autofill information from submitted self-assessment for each cell in this column in each table</u>:	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.	In progress				
	<u>Dropdown menu option for each cell in this column in each table.</u> 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	blue	blue	blue	blue
2. Shared metrics	blue	blue	blue	blue
3. Integrated planning	blue	blue	blue	blue
4. Inclusive decision-making	green	green	green	green
5. Intersegmental alignment		green	green	green
6. Guided major and career exploration opportunities		green	green	green
7. Improved basic skills		green	green	green
8. Clear program requirements	green	green	green	green
Implementation (9-14)				
9. Proactive and integrated student supports		orange	orange	orange
10. Integrated technology infrastructure	orange	orange	orange	orange
11. Strategic professional development	orange	orange	orange	orange
12. Aligned learning outcomes	orange	orange	orange	orange
13. Assessing and documenting learning opportunities		orange	orange	orange
14. Applied learning opportunities		orange	orange	orange

3/15/2018

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%				

3/15/2018

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	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
		$ *(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.		
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.

CCCCO Launch Board
Benchmark Data (Guided Pathways Tab)
First Time Ever in College
https://www.calpassplus.org/User/Login.aspx

Benchmarks	2013-2014		2014-2015		2015-2016			
	COD Count	State Average	COD Count	State Avg	COD Count	State Average	Benchmark	College
	1,664		1,717		1,874			
Participation								
Ave. Number of Credits Attempted in 1 Year	18	18	20	19	20	19	20	Pasadena
Ave. Number of Degree-App. Credits Attempted in 1 Year	15	15	16	16	16	16	22	Moorpark
Full-time Students	31%	33%	34%	34%	32%	35%	71%	DeAnza
Persisted from Term 1 to Term 2	72%	69%	74%	68%	73%	68%	80%	Irvine Valley
College-Level Course Success Rate	73%	73%	72%	73%	72%	74%	88%	Lassen
Transferrable Math and English Completion								
Successfully Completed Transfer-Level Math in 1 Year	5%	9%	5%	9%	5%	10%	32%	Foothill
Successfully Completed Transfer-Level English in 1 Year	26%	19%	25%	21%	26%	25%	56%	Moorpark
Successfully Completed Transfer-Level English & Math in 1 Year	4%	5%	4%	6%	3%	7%	23%	Foothill
First Year Momentum								
Successfully Earned 6+ College Credits in First Term	37%	40%	41%	40%	43%	40%	66%	Moorpark
Successfully Earned 12+ College Credits in First Term	8%	12%	9%	12%	9%	13%	33%	Santa Barbara
Successfully Earned 15+ College Credits in First Term	2%	3%	1%	3%	1%	3%	13%	Foothill
Attempted Earned 15+ College Credits in First Term	9%	9%	8%	10%	8%	10%	34%	Foothill
Successfully Earned 15+ College Credits in 1 Year	26%	28%	30%	29%	30%	30%	54%	Moorpark
Successfully Earned 24+ College Credits in 1 Year	8%	10%	9%	12%	10%	13%	31%	Santa Barbara
Successfully Earned 30+ College Credits in 1 Year	3%	4%	3%	4%	3%	5%	16%	Diablo Valley
Attempted Earned 30+ College Credits in 1 Year	12%	12%	15%	13%	14%	14%	35%	Irvine Valley

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