



## **Crafton Hills College Guided Pathways Work Plan**

*Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022*

College: (dropdown menu with list of all colleges)

Timeframe: (dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 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 <u>each</u> self-assessment element that will be addressed in this time period.   | What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>  | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe                        |
| <p><b>1. Cross Functional Inquiry</b> - 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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> | Scaling in Progress       | <p>The college will facilitate broad understanding and participation, by using the campus mission as a guide for our conversations on Guided Pathways, creating a glossary of terms, and holding a one-day Guided Pathways summit in-service;</p> <p>CHC will include faculty, and classified staff, and managers in the Guided Pathways leadership, and will identify work groups and their roles by position;</p> <p>The college will develop processes to engage the campus, and will establish norms for communicating with each other, exploring framework through conversation and professional learning</p> <p>CHC will collaboratively identify the data that describes student profiles</p> <p>CHC will integrate student input – e.g. focus groups, surveys, student panels.</p> | <ol style="list-style-type: none"> <li>1. The Educational Master Planning Committee completed a new master plan, which addresses student access, success, and the student experience.</li> <li>2. There is considerable dialogue in other groups, for example the Basic Skills Committee, and the Student Success and Equity Committee, that focus on elements of the student's experience in a guided pathway.</li> <li>3. The campus has recently developed and vetted the following data driven plans to inform decision-making and planning: International Program, Noncredit Program, ESL Program, and a middle college high school program. We are also currently developing an implementation plan for a noncredit program.</li> </ol> | A year of close collaboration campus-wide                                    | <p>Full Scale</p> <p>Implementation Timeline<br/>Spring 2018 to Summer 2022</p> |

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| <p><b>2. Shared Metrics -</b><br/>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.</p>   | Full Scale                |   | <p>Recently, after systematically reviewing the metrics described above Crafton is in the process of revising its equity plan to address the areas in which disproportionate impact is still occurring. For example, Crafton has placed a greater emphasis on the math and English throughput rates because disproportionate impact continues to occur in these areas and they relate directly to the award and transfer rates, the two metric areas where most of the disproportionate impact occurs.</p> |  | Continuously monitor and maintain                        |
| <p><b>3. Integrated Planning -</b><br/>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.</p> | Scaling in Progress       | <p>CHC will conduct Guided Pathways workshops to develop a shared knowledge base about guided pathways;</p> <p>The college will explore a process for developing cross campus scheduling to help students stay on schedule;</p> <p>CHC will align the Comprehensive Master Plan objectives with the Guided Pathways Work Plan</p> <p>CHC will develop a Course Scheduling Matrix at all levels.</p> | <p>The foundational dialogue concerning guided pathways and plan integration has taken place and is now taking place.</p> <p>There is a greater level of knowledge and understanding of the guided pathways model for those who have participated in the retreats; and how it intersects the goals and objectives outlined in the College’s Educational Master Plan. However, there is still work that needs to occur with the campus community at large.</p>  | A year of close collaboration campus-wide                                    | No Change in this planning cycle                         |

**Design:** Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways

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|---|---------------------------|--|---|---|---|
| <p><b>4. Inclusive Decision-Making Structures -</b> College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>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.</p> | Scaling in Progress       | <p>The college will include faculty, classified staff, and students in the Guided Pathways leadership group, and will identify work groups and their roles by position;</p> <p>Instruction and Counseling faculty will work together to develop if/then pathways (e.g.: STEM, UCR, Major, vs all other GE pathways);</p> <p>Instruction and Counseling faculty will work together to explore Meta Majors; and to ensure rigorous dialogue among the faculty.</p> | <p><b>Existing Initiatives</b></p> <p>A major accomplishment made by the college is the guided pathways planning that occurred on August 3, 2017 with cross-functional workgroups to steer the guided pathways design process. The participants at this retreat agreed on ten major elements regarding student pathways. In addition, the cross-functional participants attending the retreat developed a document that can be used to inform the development of a guided pathways work plan.</p> | <p>The development of if/then pathways.</p> <p>Instruction and Counseling working together</p> <p>The development of meta majors</p>                  | <p>Full Scale</p> <p>Implementation Timeline<br/>Spring 2018 to Summer 2022</p> |
| <p><b>5. Intersegmental Alignment - (Clarify the Path)</b> College engages in systematic coordination with K-12, four-year institutions and industry partners to</p>  | Scaling in Progress       | <p><b>Clarify Pathways.</b><br/>The College will collaboratively identify metrics and evaluate pathways/programs and their viability;</p> <p><b>Ensure Access</b><br/>The college will engage in strategic outreach and recruitment to local high schools, adult school, home school programs, and ROP affiliates</p>  | <p>The College's agreement with the University of Redlands allows students with a 3.2 grade point average and 23 units to transfer to the University with a \$10,000 scholarship (tuition reduction). Similar conversations are underway with other four-year institutions; While dual enrollment courses at the</p>  | <p>Collect, analyze, and evaluate input from students</p> <p>Identification of needs of community</p> <p>Established relationships with community</p> | <p>Full Scale</p> <p>Implementation Timeline<br/>Spring 2018 to Summer 2022</p> |

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|---------------------------------------|---------------------------|---|--|---|---|
| inform program requirements.          |                           | <p>The college will develop course schedules that meet the needs of the diverse student population</p> <p>The college will expand support services for nontraditional students (evening, online, ESL), and will reach out to untapped populations.</p> <p>The college will work with high schools to launch dual enrollment pathways; that will include early matriculation and college preparation, possibly through a noncredit and/or .5-unit college success course;</p> <p>The college will create partnerships with Universities for transfer and continuing education);</p> <p>CHC will develop relationships with businesses in local areas to create traditional and online certificate programs; and will better align CTE curriculum with industry job needs;</p> <p><b>Understand Student Experiences and Community Needs</b><br/>CHC will survey diverse groups of CHC students before, during, and after completion, will identify needs of community and will create plans to meet those need.</p> | <p>four feeder high schools tend to have low enrollment, course success tends to be higher than on-campus courses; The College’s partnership with the University of La Verne to provide Crafton students with the option to earn Bachelor’s Degrees at Crafton; The College’s work to support the implementation of a middle college high school; The Theater Arts program at Crafton Hills College works with K-12 high schools, four-year colleges and industry to help move students successfully through an informally developed Theater Arts pathway.</p> |   |   |

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|--|----------------------------|--|--|--|--|
| <p><b>6. Guided Major and Career Exploration -</b> (Help Students Choose and Enter a Pathway)<br/>College has structures in place to scale major and career exploration early on in a student's college experience.</p>                                  | <p>Early Adoption</p>      | <p>Instructional and counseling faculty will work together to develop roadmaps for specific and multiple majors;</p> <p>CHC will create a student intake in Starfish that will track multiple data points regarding the student's major and career preferences. Use resultant data for counseling and embedded major preparation in first-year major courses.</p> <p>Faculty will collaboratively create pathways for students with undeclared majors; and GE pathways that attach to a range of majors</p> <p>CHC will increase internal and external major and career messaging, using a variety of information modalities.</p> <p>CHC will embed career exploration and internships/externships/apprenticeships/service learning in major preparation classes as appropriate.</p> | <p>Counseling faculty have worked collaboratively to identify GE patterns that will fulfill the GE requirements for most degrees within four broad categories: Health and Allied Health, Business, STEM, and Education.</p>  | <p>Created pathways</p> <p>Implemented some functional pathways for students</p> <p>Developed a pathway for undecided students</p> <p>Students have clear understanding of job opportunities related to majors</p> <p>Develop process for creating and updating career and educational pathways sheets</p> | <p>Scaling in Progress</p> <p>Implementation Timeline<br/>Spring 2018 to Summer 2020</p> |
| <p><b>7. Improved Basic Skills -</b> (Help Students Choose and Enter a Pathway; Ensure Students are Learning)<br/>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.</p> | <p>Scaling in Progress</p> | <p><b>Curriculum Re-Design</b><br/>The English department will Implement the California Acceleration Project and Multiple Measures in F18 (Math has already implemented acceleration).</p> <p><b>Instructional support</b><br/>CHC will provide appropriate instructional support, such as directed learning activities, embedded tutoring, and lab classes. The college will ensure basic skills classrooms are set up to increase student engagement (whiteboards on</p>   | <p>The Crafton Hills College Math Department and counseling office are using high school performance to place students into Crafton math courses. The Crafton Hills College English and Reading Department approved a model of accelerated basic skills courses to be implemented.</p> | <p>Greater retention and progression of under-represented students (closing the achievement gap)</p> <p>Successful statistics pathway<br/>Math is no longer a barrier</p> <p>Adjunct math faculty receive needed training on multiple measures training and changes to math curriculum</p>                 | <p>Scaling in Progress</p> <p>Implementation Timeline<br/>Spring 2018 to Summer 2020</p> |

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|---|---------------------------|---|--|---|--|
|   |                           | <p>all walls, modular desks to promote collaboration);</p> <p><b>Training and Collaboration</b><br/>The college will plan and provide training in multiple measures and acceleration for adjunct faculty.</p> <p>Meta--majors will be written to guide students into correct math classes/sequences;</p> <p>Math curriculum (content) skills will be aligned with other disciplines (e.g.: Chemistry, Econ, Business;</p> <p>Tutors will be trained in techniques to promote basic skills success.</p>  |  |   |  |
| <p><b>8. Clear Program Requirements - (Clarify the Path)</b><br/>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</p> | <p>Early Adoption</p>     | <p>The college will promote broad dialogue about GE pathways that will include instructional and non-instructional faculty, as well as staff.;</p> <p>The college will engage in dialogue about the development of a schedule of classes that meets the needs of a diverse student body (part-time, online, traditional, mixed, etc.);</p> <p>The college will develop a campaign encouraging students to enroll in 15 units per semester (when advisable);</p> <p>The college will develop a freshman seminar course based upon area/subject of interest;</p> <p>The College Catalog and websites will link career/major selections to program contacts so Instructional faculty are empowered and confident educational advisers.</p> | <p>Overall, we are making better progress on improving the schedule and have developed some draft program maps that need to be reviewed by discipline faculty. Currently, we are analyzing course offerings for student friendliness. For example, Crafton created a chart to illustrate visually the spread of GE, IGETC, and local requirements over time. In addition, Faculty Chairs are working with the Office of Instruction to examine schedule blocks to minimize overlap or conflict among “core” courses. Crafton also created a student feedback link on the College web site and advertised to students in order to inform scheduling. New data tools are also being developed,</p> | <p>Greater retention and progression of under-represented students (closing the achievement gap)</p> <p>Created pathways</p> <p>Development of a two-year schedule through chairs retreat</p> <p>Implementation of a successful statistics pathway</p> <p>Program directed at evening and weekend students with support</p> | <p>Scaling in Progress</p> <p>Implementation Timeline<br/>Spring 2018 to Summer 2020</p> |

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|--|----------------------------------|---|---|---|---|
| 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). |                                  |   | monitored, and used to improve access to student course demand. Adjustment of the schedule occurs regularly to meet demand. Changes to the schedule based on student demand is being built into the schedule in an effort to make future schedules more student friendly. |   |   |



**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

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|--|---------------------------|--|--|---|--|
| <p><b>9. Proactive and Integrated Student Supports</b> - (Help Students Stay on the Path)<br/>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.</p>  | Full Scale                |  | <p>The College has the staff, tools and infrastructure necessary to monitor students' progress and to intervene when they are struggling. The Starfish retention tool, currently being implemented, has faculty support from many faculty. The faculty feedback about the tool has been positive to date.</p> <p>There has been some cross/disciplinary dialogue in many venues that promotes a sense of collaboration and cooperation.</p>  |   | Continuously monitor and maintain  |
| <p><b>10. Integrated Technology Infrastructure</b> - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path)<br/>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.</p> | Early Adoption            | <p>The college will fully utilize the predictive analytics features of Hobson's/Starfish.</p> <p>The college will share student success and progress data with transfer universities</p> <p>The college will use the Hobson's/Starfish tools to predict student need for intervention, and to connect them with appropriate support.</p> <p>CHC will explore the predictive analytics feature of the Degree Planner to provide flexible pathways to students dynamically, based on their</p> | <p>Crafton Hills College has implemented Starfish and has expanded the early alert system to where faculty can use the tool to give positive feedback to students. Implementation of Hobson's degree planner is currently occurring in 2017-18. Students and counselors will be able to use the degree-planning tool to monitor educational progress.</p> <p>Crafton Hills College has also drafted four guided pathways for students in Allied Health, Business, STEM, and Education that some counselors are using informally. There have been concerns expressed about the development of these four pathways and the alignment of the pathways</p> | <p>Full implementation of degree planner</p> <p>Developed process for using degree planner to inform course scheduling based on student needs</p> | <p>Scaling in Progress</p> <p>Implementation Timeline Spring 2018 to Summer 2021</p> |

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|  |                           | educational goals & scheduling availability;<br><br>The college will use the online counseling and chat capabilities to develop an online answer center,<br><br>The college will use the extant data and tools to evaluate and improve long-term student outcomes, and will provide faculty, managers, and staff with appropriate training in their use. | with current Crafton Hills College programs.  |   |   |
| <b>11. Strategic Professional Development</b> - (Help Students Stay on the Path; Ensure Students are Learning)<br>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. | Scaling in Progress       | The college will develop a college-wide professional development approach that engages full- and part-time faculty and staff, and that focuses on increasing student retention, engagement, velocity (as appropriate) and success.   | Crafton has done well at continuous quality improvement in the area of using learning outcomes to inform planning, teaching, and learning. Most recently, Crafton improved its program review process by adding the requirement to review program level outcomes in program review as well as the ability to identify objectives that are a direct result of learning outcomes results. | Draft plan for implementation of Delta Academy                                      | Scaling in Progress<br><br>Implementation Timeline Spring 2018 to Summer 2019 |
| <b>12. Aligned Learning Outcomes</b> - (Ensure Students are Learning)<br>Learning outcomes are aligned with the requirements targeted by each program and across all   | Scaling in Progress       | The college will broaden ILO considerations to include areas/element that are personified in CTE.  | Crafton has done a very good job of linking course, program, GE, and Institutional Learning outcomes. In addition, Crafton has linked program review with ILOs, as well as program and course assessment results with the goals and objectives generated  | Broadening of ILOs to include elements of CTE assessments.                          | Scaling in Progress   |

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| levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.  |                           |   | in program review because of the assessment process. Outcomes are reported annually, in which programs describe modifications to their course or program content or sequencing, and outline their plans in response to their outcomes assessments.   |   |   |
| <p><b>13. Assessing and Documenting Learning -</b> (Ensure Students are Learning)<br/>                     The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.<br/>                     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.</p> | Full Scale                |   | <p>Faculty, staff, and managers consistently track the attainment of learning outcomes efficiently through Crafton’s SLO Cloud. The SLO Cloud is user friendly for Crafton faculty to track learning outcomes and use the outcomes results to improve effectiveness in instruction and services. Accordingly, research about learning is readily available. A second major accomplishment in this area was the campus wide adoption of a four level rubric, which made it possible for the mapping of program level outcomes, General Education Outcomes, and Institutional Learning Outcomes through the direct assessment of learning in courses.</p> <p>The college is 1<sup>st</sup> in the region and 18<sup>th</sup> in the state for degree and certificate completion, 2<sup>nd</sup> in the region and 6<sup>th</sup> in the state for course success, and 1<sup>st</sup> in the region for AAT/AST Completion.</p> <p>The CIS program offers internship courses CIS 190A-E, in which students can get academic credits for internship work. For example, a number of web design students had</p> |   | Continuously maintain and improve                               |

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|--|---------------------------|---|--|---|---|
|  |                           |   | <p>completed internships with our campus web developer through the CIS 190A course (Web Master Internship).</p> <p>Crafton’s student Health Science Club invites members from the various healthcare professionals from their respective fields of practice to CHC to talk to students about the healthcare professional opportunities for CHC students. They have invited nurses, people from nursing programs, and a physical therapist, just to name a few.</p> <p>Many students enrolling in Anatomy and Physiology (A&amp;P) are taking A&amp;P as a pre-requisite for nursing programs. These students are required to take an entrance exam called the TEAS or HESI depending on which school they want to attend. Currently, the A&amp;P faculty is in the process of developing a review program for the students in A&amp;P and Cell &amp; Molecular Biology with Crafton’s new STEM Center. Currently, the Faculty Chair of the Physical and Biological Sciences Department is working with a pathologist in San Bernardino to have students who registered in the cadaver dissection courses to visit the morgue and see a real autopsy at the Coroner's office.</p> |   |   |

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|--|----------------------------|---|---|---|--|
| <p>14. <b>Applied Learning Outcomes</b> - (Ensure Students are Learning)<br/>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p>Scaling in Progress</p> | <p>The college will explore, research, and identify possibilities for contextualized learning.</p>      | <p>Intentional Integration of Learning Objectives. Already in place activities: civic engagement &amp; social responsibility; student-driven project design – “i-search”; add to already-designed assignments – personalize curriculum; Institutionally-driven programs – pending funding: Grant-writing for study abroad programs – language immersion &amp; nature field trip; Coordinator – in lieu of career center &amp; transfer center; Interdisciplinary collaboration – Writing Across the Curriculum; Hold work fairs/workshops inviting all CIS companies in the I.E. who would be able to provide internship opportunities to our students. (Ability to match students who are a good fit); Provide dedicated/qualified guest speakers as it pertains to specific learning opportunities within each program; Set up partnerships w/certain companies (i.e.: Google, who can participate in Webinars for engaging meaningful opportunities as it pertains to their program; Hold college fairs for specific programs such as FIRET, EMS, Arts Day at local high schools; Connect w/CSUSB &amp; UCR to visit study abroad opportunity through divisions/majors – this can be arranged with transfer field trips;</p> | <p>Identification of additional opportunities to contextualize learning</p>         | <p>Scaling in Progress<br/><br/>Implementation Timeline<br/>Fall 2019 to Summer 2021</p> |

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|--|---------------------------|---|--|---|---|
|  |                           |   | Tailor study abroad at CHC w/meta majors   |   |   |

## 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           |                         |                       |                       |                       |
| <b>Inquiry (1-3)</b>                                 |                         |                       |                       |                       |
| 1. Cross-functional inquiry                          |                         |                       |                       |                       |
| 2. Shared metrics                                    |                         |                       |                       |                       |
| 3. Integrated planning                               |                         |                       |                       |                       |
| <b>Design (4-8)</b>                                  |                         |                       |                       |                       |
| 4. Inclusive decision-making                         |                         |                       |                       |                       |
| 5. Intersegmental alignment                          |                         |                       |                       |                       |
| 6. Guided major and career exploration opportunities |                         |                       |                       |                       |
| 7. Improved basic skills                             |                         |                       |                       |                       |
| 8. Clear program requirements                        |                         |                       |                       |                       |
| <b>Implementation (9-14)</b>                         |                         |                       |                       |                       |
| 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<br>(Autofill from<br>Launchboard) | Spring 2018-<br>Summer 2019  | Fall 2019-<br>Summer 2020 | Fall 2020-<br>Summer 2021 | Fall 2021-Summer<br>2022 |
| <b>PARTICIPATION</b>   |  |  |                           |                           |                          |
| Number of students   |  | To be pre-populated in advance of next work plan; make these columns unfillable. |                           |                           |                          |
| Average number of credits attempted in year one  |  |  |                           |                           |                          |
| Average number of degree-applicable credits attempted in year one  |  |  |                           |                           |                          |
| Full-time students   |  |  |                           |                           |                          |
| Persisted from term one to term two  |  |  |                           |                           |                          |
| College-level course success rate  |  |  |                           |                           |                          |
| <b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>   |  |  |                           |                           |                          |
| Successfully completed transfer-level math in year one   |  |  |                           |                           |                          |
| Successfully completed transfer-level English in year one  |  |  |                           |                           |                          |
| Successfully completed both transfer-level English and math in year one  |  |  |                           |                           |                          |
| <b>FIRST TERM MOMENTUM</b>   |  |  |                           |                           |                          |
| Successfully earned 6+ college credits in first term   |  |  |                           |                           |                          |
| Successfully earned 12+ college credits in first term  |  |  |                           |                           |                          |
| Successfully earned 15+ college credits in first term  |  |  |                           |                           |                          |
| Attempted 15+ college credits in first term  |  |  |                           |                           |                          |



## CCC GP Guided Pathways Allocations

| Please <b>estimate the anticipated percentage of the CCC GP allocation to be used</b> 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<br>(auto populate based on % noted) | Actual % | Actual amount |
| <b>Personnel or Release Time</b>  |   |  |          |               |
| Discipline faculty and counselors to discuss guided pathways (i.e. provide substitutes for faculty during semester, off campus retreats, summer work, reassigned time, Chairs retreat to develop two-year schedule etc.)  | 0.5   | 75,897.00  |          |               |
| Consultants to support the development of Guided Pathways (i.e. facilitator(s), researcher to conduct student focus groups, etc.)   | 0.2   | 30,358.80  |          |               |
| Math adjunct faculty receive needed training on multiple measures changes to math curriculum  | 0.15  | 22,769.10  |          |               |
| Classified staff to work outside of normal work hours to provide input on implementing guided pathways  | 0.15  | 22,769.10  |          |               |
| <b>Professional Development</b>   |   |  |          |               |
|   |   |  |          |               |
|   |   |  |          |               |
| <b>Software</b>   |   |  |          |               |
|   |   |  |          |               |
|   |   |  |          |               |
| <b>Other</b>  |   |  |          |               |
|   |   |  |          |               |
|   |   |  |          |               |
|   |   |  |          |               |
| <b>TOTAL</b>  | <b>100%</b>   | <b>151,794.00</b>                                      |          |               |

**Required per EC Section 88922 (c)**

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

|  |  |
|--|--|
| <p>The inclusion of high school grades into the assessment/placement process</p> | <p><b>Describe here</b></p> <p>The math faculty started to place students based on high school grades for the Fall 2017 semester. Currently, students are being placed manually and Crafton is working to write the placement rules into Accuplacer so that students receive their math placements automatically through the assessment tool. In addition, the math faculty have developed both a STEM and Statistics pathway in their placement model.</p> <p>The English faculty are currently developing and reviewing the placement rules to place students based on high school grades. This work will be completed to begin placing students based on high school grades for the Fall 2019 semester. The English faculty is currently writing curriculum for a new co-requisite course that will be included with the placement and address the requirement of students to be able to complete transfer level English in one year.</p> |
|--|--|

**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):**

|                      |
|----------------------|
| <p>Describe here</p> |
|----------------------|