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Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 29, 2018, 12:05 PM PDT

Cerro Coso Community College - Guided Pathways

Description

COLLEGE: Cerro Coso Community College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

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Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✅	✅		
2. Shared Metrics	✅	✅	✅	
3. Integrated Planning	✅	✅		
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✅	✅		
5. Intersegmental Alignment		✅	✅	✅
6. Guided Major and Career Exploration	✅	✅	✅	
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		✅	✅	✅
14. Applied Learning Outcomes		✅	✅	✅

Inquiry

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.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: The college recognizes that in order to effectively integrate cross-functional inquiry into the work of the institution and its Guided Pathways efforts, the college will first need

to develop the infra-structure, guidelines, processes and procedures for convening cross-functional teams and conducting inquiry. 1. Develop infrastructure for cross-functional inquiry work of the institution, including the development infra-structure, guidelines, processes and procedures: Develop a protocol for cross-functional teams- -Initiating -Scheduling and organization - Structure and membership -Incorporating the student voice -Resources -Guidelines for conducting inquiry, reporting and acting on outcomes Critical to the development of infrastructure for cross-functional inquiry at all levels will be strategies for ensuring input and applicable implementation for all sites and delivery modes. 2. Develop the charge for the two cross-functional teams identified- the college has already identified the two initial areas for cross-functional inquiry. While the basic outline for the areas of inquiry have been identified, a clear charge for each will need to be developed through backward mapping from the intended outcome. Onboarding- -Core services-☐registration-☐Interim communications up to semester start☐first day☐Census -Focus on communication and experience Program Information -Presentation and clarity of pathways -Online -In print -Education planning -Connection to the pathway and to major -Meta-majors 3. Initiate inquiry process according to the developed protocol for the two identified initial cross-functional teams above 4. Develop a timeline and matrix for the different data, scorecards ands reports to be reviewed by key governance committees, workgroups and constituents on an annual basis.

EXISTING EFFORTS: As will be repeatedly referenced throughout the work plan, the college has been thoroughly engaged in the work of Guided Pathways, without it being labeled "Guided

Pathways." Because of this, much of what is reflected will be a continuation, redirection or incorporation of existing initiatives and strategies. The college has just recently gone through two substantial branding efforts, including a complete re-branding of the institution and branding and messaging associated with the college's local Promise Program. These first several priorities indicated for this element are the development of branding, messaging and metrics for Guided Pathways that will allow for the incorporation and mapping of all of the variety of initiatives the institution has embarked on to improve its student achievement outcomes. Similarly, much dialog has already taken place around student achievement and Guided Pathways. While many of the strategies identified are represented as actions to be initiated, it is much more accurately that the work is on a continuum at varying levels of completion. While the college has identified onboarding and programs/pathways as two initial focus areas for inquiry, there has also already been significant work in these areas. For the goals and activities of all elements, the college is aligning the following programs and funding streams to support Guided Pathways: General Fund SSSP Student Equity Basic Skills Promise Program Umoja Strong Workforce VTEA CAFYES Federal and College Work Study To the extent possible: EOPS CARE CalWORKS

MAJOR OUTCOMES: 1. Development of a cross-functional inquiry model that effectively incorporates all campuses and modes of delivery, student input and integration into the culture of the institution. 2. Implementation of a fully-developed inquiry process 3. Participation and integration across all campuses and modes of delivery 4. Identification of immediate and longer term improvement in the college's onboarding and pathways process Data points- Improvements in: 1. Application Conversion Rate 2. Attrition Rate 3. Retention Rate 4. Revised meta-majors 6. Increased Core Service Completion 7. Increase in students with accurately declared major

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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.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Data Infra-structure- Develop more substantial data infra-structure that improves the access and ease of availability of data, increases review and analysis of existing data

and 2. Data Dashboard- the college recognizes that it actually has a substantial amount of data, but it is the ease of accessing, centralization and immediacy of the availability that is one of the limiting factors. Institutional Research is in the process of developing data dashboards so that key metrics are regularly and easily available. 3. Data Leads- for the first time, the college has an Institutional Research Office. While this is a tremendous improvement, the college has quickly realized that data integration and a culture of inquiry cannot be developed by 1-2 researchers on campus. A model used with the college's work with Achieving the Dream will be reinstated to better integrate and proliferate the access, use and analysis of college data. This will include the development of role descriptions, compensation, professional development and reporting. 4. Data literacy across the institution- data is available, but this has not yet translated into well-integrated use across the campus, nor that the RIGHT data is always available. The college has developed a number of professional development strategies and opportunities for increasing data literacy and fluency across the campus. 5. KPI Framework- Finish the development of the framework for Key Performance Indicators for the college- the college has been working on a comprehensive framework for annually tracking the college's Key Performance Indicators and integrating the Guided Pathways metrics into this framework.

EXISTING EFFORTS: With the involvement in Achieving the Dream and initial work with Guided Pathways, the college receives an annual comprehensive data report on the following indicators:

Element A: Completion of 12 College-level Units in First Term Element B: Persistence from Fall to Spring and Fall to Fall (formerly ATD Element 4) Element C: Successful Course Completion in First Year (formerly ATD Element 3) Element D: Successful Remedial Completion within Two Years (formerly ATD Element 1) English and Math Element E: Completion of College-level English and Math in First Year English and Math Element F: Gateway Course Enrollment and Completion within Three Years (formerly ATD Element 2) English and Math Element G: Completion of 30 College-level Units in First Year Element H: Completion (Award or Transfer) within Three Years (formerly ATD Element 5) All Elements are disaggregated by: lacement level (remedial or college level) for both English and Math • Gender • Age • Ethnicity • Enrollment Status in First Term (full or part-time) • Unit Load in First Term • Financial Aid (awarded or not) in First Term • EOP&S (participated or not) in First Term • DSPS (participated or not) in First Term • Foster Youth (current or former) in First Term • Veteran (or not) in First Term • Percentage of Distance Ed within Cohort Period • Educational Goal in First Term • Matriculation Completed in First Term by Component • Matriculation Completed in First Term by Number of Components (All Four, One to Three, None) • First English Attempt (First Term or Before, Second Term, or Not Taken in the First Year) • First Math Attempt (First Term or Before, Second Term, or Not Taken in the First Year) • First Generation (or not) in First Term Annual Program Review/Annual Unit Plan data for all instructional and non-instructional units is disaggregated by Gender, Age, Ethnicity and Matriculation (SSSP Core Service) step completion. This data informs the integrated evaluation and planning cycle planning for the college. The college is comparatively data rich. The college now needs to focus on the next steps of integrating the ease of access, data literacy, distributed data and analysis support to gain momentum on integrating this element into the culture of the college.

MAJOR OUTCOMES: 1. Development of functional data dashboards 2. Identification and implementation of data leads 3. Reduction in basic data requests from the Office of Institutional Research 4. Completion of annual Key Performance Indicator Framework, including Guided Pathways metrics 5. Develop a matrix and cycle for data review to ensure that data is being looked at consistently and informing Guided Pathways dialog

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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.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: The college has identified a number of priorities for this element, particularly in the context of developing a strong foundation for supporting Guided Pathways at the college:

1. Make the case- the college will identify the core data and message for a consistent, compelling case to support the need for and work of Guided Pathways. 2. Make it our own- the college has recognized the need to brand Guided Pathways in a way specific to the identity of the college and its students to effectively generate support and momentum for the sustained and pervasive work of implementing the elements of Guided Pathways. The college will engage in a process of gathering cross-constituent input on identifying this branding. 3. Identify a core metric- consistent with making the case and branding, the college recognizes the need for a single core metric- likely completion as has been used effectively at a number Guided Pathways institution. 4. Further develop mapping of existing initiatives directed at improving student achievement to the Guided Pathways elements

EXISTING EFFORTS: As will be repeatedly referenced throughout the work plan, the college has been thoroughly engaged in the work of Guided Pathways, without it being labeled "Guided

Pathways." Because of this, much of what is reflected will be a continuation, redirection or incorporation of existing initiatives and strategies. The college has just recently gone through two substantial branding efforts, including a complete re-branding of the institution and branding and messaging associated with the college's local Promise Program. These first several priorities indicated for this element are the development of branding, messaging and metrics for Guided Pathways that will allow for the incorporation and mapping of all of the variety of initiatives the institution has embarked on to improve its student achievement outcomes.

MAJOR OUTCOMES: 1. Development of branding, messaging and metrics for cohesive communication throughout the college on Guided Pathways 2. Implementation of a fully-developed inquiry process 3. Participation and integration across all campuses and modes of delivery 4. Adoption and engagement across all employee groups and levels of the institution in Guided Pathways

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Design

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.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: See activities addressed in Element 1 1. Rename the current committee with key leaders that represent diverse campus constituents to steer college-wide communication,

input and decisions regarding the Guided Pathways framework. This committee is currently called the Student Success and Support Council. Though this accurately describes the work of the committee, it may cause confusion with SSSP as a categorical program. The committee will identify a name that addresses the broader scope of the committee work and connection to Guided Pathways.
EXISTING EFFORTS: The college already has a participatory governance committee focused on improving student achievement outcomes. This committee has already been immersed in the work

of Guided Pathways and will continue to guide this process. Renaming of the committee will help with the messaging, branding and engagement in the Guided Pathways effort.
MAJOR OUTCOMES: See Element 1 1. Renaming of the current SSSP Committee to alleviate confusion and more clearly connect to Guided Pathways.

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5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

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6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Initiate Inquiry- The college has identified onboarding and pathway/program information as two of the immediate inquiry topics to be convened. Guided Major and Career

Exploration will be a focus of each one of the groups. 2. Meta major/interest area development- The college has mapped college majors and certificates to areas of interest. To continue this work, the college will: - work with department chairs and faculty to require students to complete Navigate's Major Explorer -identify common course patterns for meta-majors -map GE courses to degrees/certificate/meta-majors Current/upcoming activities: • EAB Navigate – Major Explorer; need to expand use to more students • EAB Campus – advisors, counselors, support staff using dashboard to identify student's interest areas based on their completion of the Major Explorer • Expansion of Career Choices curriculum. Should we consider offering this at the college – on-ground or online for students who may not have the option to take it at their high school? • Development of cross-functional team to address program pathways, ways in which students are accessing the pathways, further identification of "meta-majors" • Gaps – build more opportunities for major and career exploration for students at the prison, ability to have more choice, etc. Goals under Integrated Plan aligned with this element: • Launch a communication campaign to introduce the new features associated with Navigate 2.0 • Provide faculty and staff professional development opportunities supporting Guided Pathway strategies and activities. • Direct students to tools such as Navigate 2.0 Major Explorer, O*Net, and other career interest inventories to explore major and career pathways.
EXISTING EFFORTS: The goals and activities reflected are either explicitly the same or further development of goals and activities reflected in the college's integrated plan, annual unit plans,

program review and in support of the college's mission and strategic plan. The college has initiated this work in the context of SSSP, Student Equity, Achieving the Dream and the establishment of a local College Promise Program.
MAJOR OUTCOMES: Increases in: 1. Attempted 15+ college credits in first term 2. Successfully earned 12+ college credits in first term 3. Successfully earned 15+ college credits in first term 4. Successfully earned 6+ college credits in first term 5. Students accurately identified majors 6. Students with completed Long Term Education Plans

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7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.
CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Evidence-based placement- 1. Automation- while the college has fully and consistently implemented the MMAP identified multiple-measures and decision trees, this process

is currently manual. The college is working with the other college's in the district on an automated process for applying these multiple-measures and associated decision trees in an automated way. 2. Research- the college has been tracking data on the evidence-based placement process, but has not yet conducted research on the validity, reliability and disproportionate impact. The Director of Counseling and SSSP and the Assessment Technician are currently working with the Office of Institutional Research on better data gathering mechanisms and associated research. 3. Imbedded tutoring- the college will implement imbedded tutoring in Co-requisite English classes offered in the spring. This will be implemented at scale with tutors in all sections. Co-requisite model- The college is in the process of curriculum development and implementation of the co-requisite model for English and math. 1. Curriculum development- in math to allow all students to enter directly into college-level courses 2. Full implementation- of the developed English curriculum to allow all students to enter directly into college-level courses at all campus locations
EXISTING EFFORTS: The college has already implemented consistently the use of the MMAP identified multiple-measures and associated decision trees. The college began collecting data to track

placements in spring 2017 and will be working with our Institutional Researcher to begin evaluating that data. The college was an early participant in the statewide Common Assessment Initiative. Automation and research are both next steps in fuller implementation of evidence-based placement. Similarly, the college has been working on implementation of the co-requisite model and already has developed course outlines of record, achieved agreement with the math and English departments, participated in substantial professional development, removed several levels of basic skills courses, implemented evidence-based multiple-measures and worked with high school partners on alignment. With the passage of AB 705 in 2017 calling for more students to enroll directly in college-level courses, the College has begun the process of adopting the co-requisite model for basic skills instruction. Over the last year, English and math full- and part-time faculty, together with the faculty learning center coordinator and area administrators have attended numerous workshops and trainings on accelerated learning. At the time of the writing of this self-evaluation report, curriculum has been developed in English to allow all students to enter directly into college-level courses in the fall at the main campus and online. The full implementation is intended to reach the other campuses in spring 2019, together with math classes.
MAJOR OUTCOMES: 1. Automation of the application of multiple-measures according to the MMAP Measures and decision trees 2. Completion of data tracking to evaluate multiple-measures placement process 3. Implementation of curriculum to allow students to enter directly into college level math and English at the main campus and online 4. Offering Co-requisite English at scale in spring 2019

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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).
CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: The college has identified clarifying pathways as the primary focus of the college's most immediate cross-functional inquiry. Identifying this focus, the college has distributed

the work in two stages of the student experience. 1. Onboarding Inquiry- while the complete charge and approach to this inquiry will still need to be fully developed, the SSSP Council has mapped out the following elements of the student experience related to onboarding: Pre-enrollment--> Application-->Core services --> Registration --> Interim communications leading to --> First day --> Census -Focus on communication and experience 2. Program/pathway Information Inquiry- while the complete charge and approach to this inquiry will still need to be fully developed, the SSSP Council has mapped out the following elements of the student experience related to pathways and clarity of program requirements: Presentation and clarity of pathways -Online -In print Education planning Connection to the pathway and to major Meta-majors -GE Mapping for pathways and Meta-majors -Mapping common courses within Meta-majors
EXISTING EFFORTS: The goals and activities reflected are either explicitly the same or further development of goals and activities reflected in the college's integrated plan, annual unit plans,

program review and in support of the college's mission and strategic plan. The college has already: - conducted some evaluation of the onboarding process -conducted several rounds of inquiry focused on improving student achievement - developed clusters of interest areas associated with degrees and certificates - developed pathways based on a 4 semester schedule that the college

has committed to maintain The work of the inquiry groups will be to engage student input and build on these existing efforts and strategies.

MAJOR OUTCOMES: 1. Identification of gaps and improvements that are student informed 2. Development of action plans based on this cross-functional inquiry 3. Development of a well-mapped student experience 4. Development of a comprehensive communication plan 5. Increases in: Percentage of full-time students Average number of credits attempted in year one Average number of degree-applicable credits attempted in year one Completions of degrees, certificates and transfers Successfully completed both transfer-level English and math in year one Successfully completed transfer-level English in year one Successfully completed transfer-level math in year one

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

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.
CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. Inquiry- conduct cross-functional inquiry on the onboarding and pathways to identify program improvements/gaps/loss-points. This process will engage student input and

feedback, particularly focused on effective means of communicating and connecting with students 2. Scaling of existing efforts- the college has a number of integrated support efforts that can be scaled to have a greater impact- -Class to career -Long term education plans given as a credit assignment in classes -Imbedded librarian -Navigate and Campus 2.0 -Proactive outreach to students completing or approaching milestones -Promotion of Promise Program -Financial Aid Technician in the field/outreach technician 3. Communication/awareness- The college will developed an annual communication plan to students and to staff and faculty informed by student inquiry and using the ATD Communications Plan Template and Guidelines.
EXISTING EFFORTS: Many of these activities build on existing strategies, but also taking a step back to conduct inquiry and gather input from students to inform this development and

improvement of proactive and integrated student supports.
MAJOR OUTCOMES: 1. Identification of gaps and improvements that are student informed 2. Development of action plans based on this cross-functional inquiry 3. Development of a well-mapped student experience 4. Development of a comprehensive communication plan 5. Development of baseline data and increases in usage data

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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.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: The college has invested heavily in technology enhancement and infrastructure to support the scaling of student early connection to a pathway, as well as maintaining

connection to the path through to completion. While many of these tools have been adopted and implemented to varying degrees, there is a need to spend time and resources on both full implementation of the capacity of these technologies and to scale implementation to all students. In order to make progress, the college will: Inventory- with the rapid increase in technology enhancements for student support services there a wide variety of tools and platforms, some of which have similar purposes or fill similar gaps. The college needs to take an inventory of all of its technology resources with develop a matrix for comparing capabilities, usage and effectiveness in supporting Guided Pathways. Student input will be gathered to rate the technologies students find useful. Full-implementation- Capacity- in the context of this inventory, the college will identify gaps in full implementation of technology tools, even those that have been in place for quite some time, and enhancements and develop an action plan for full implementation. Again, the college will gather student input in this process through testing and feedback. Some of the technologies that will be a primary focus are: 1. Banner 9 2. Navigate and Campus 2.0 3. DegreeWorks 4. Canvas While the college has a much larger inventory of technology tools and enhancements, these are the technologies that have the potential for impact on the greatest number of students. Full-implementation- Scale- In addition to working on implementing technologies to the fullest capacity of function, the college needs to implement technologies to a scaled up usage with students. Even those technologies in place, have a much greater capacity for student use. Communication campaigns, informed by student input, will be developed. In this context, the college will look for opportunities to compel student use and participation. Additionally, there are a number of technologies that are not at scale with faculty. The college will engage in the same scaling and input process with faculty.
EXISTING EFFORTS: The activities and goals above are also called out in the college's integrated plan. The college has invested heavily in technology enhancements to improve student

connection and support. The next level of progress is to scale up student engagement and fully implement the adopted technologies.
MAJOR OUTCOMES: 1. Development of a technology inventory and capability matrix 2. Development of baseline usage statistics 3. Development of a full implementation plan for technologies 4. Increase in Faculty Usage of appropriate technology 2. Increase in Student Usage technology enhanced supports

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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.
CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: 1. The college has been and will continue to be heavily engaged in professional development on implementing Guided Pathways effectively at the college. With all of the

identified professional development opportunities below, the college will be identifying progressive layers of faculty, staff and administration to broaden the understanding of and participation in the college's Guided Pathways work, with a particular focus on ensuring site participation. The college will have teams attending/participating in the following: - team for the RP Group's Leading from the Middle - Strengthening Student Success -IEPI Workshops supporting Guided Pathways -CVHEC Workshops - ATD Dream 2. Student and Learning Support Awareness- The college's Professional Development Committee has identified the need for a track of professional development focused on raising awareness of student and learning support and understanding across campus to increase and improve student connection to learning and support services. The following activities are planned or in-progress- - completion of a Faculty Resource Guide to learning and student support services- online and in print - Student Services role play and case studies at Student Services All Staff for cross-training - Student Services role play and case studies at faculty Flex Day and Adjunct Professional Development Day hosted 3. Data Awareness/Summit- The college recognizes the need for scaling up data awareness across all campus groups. The college will host a Data Summit in the fall 2018. The summit will be a joint effort of the college's Student Success and Support Council and the Office of Institutional Research, focusing on: - the college's profile -student demographic data - student achievement data - state and national context - Guided Pathways 4. Culturally Responsive Instruction and Support- the other strand identified by the professional development committee as another major focus for professional development. The college has initiated some work in this area in bringing in professional experts. At this point, the college plans to take more of a train-the-trainer approach and identify a group of faculty and staff to participate in training and bring it back campus. This would build on the work and training already begun with the college's work with the Umoja program.
EXISTING EFFORTS: Most of the conference opportunities identified are not new and are ones that the college have been actively engaged in and have been considered to effectively support the

college's efforts at improving student achievement outcomes. This is not an exhaustive list, but a good representation of some of the opportunities we will use to support our Guided Pathways work and to expand the layers of faculty, staff and administration informed about and engaged in the elements of Guided Pathways. Goals under Integrated Plan aligned with this element: • Provide training for faculty and staff on various technology tools in order to promote their use and increased student use. • Provide faculty and staff professional development opportunities supporting Guided Pathway strategies and activities. • Provide regular communication and updates to faculty on integrated planning via progress reports, Flex Day, and other activities. • Provide professional development opportunities for faculty and staff in co-requisite instruction.
MAJOR OUTCOMES: 1. All English and math faculty members trained in best practices for co-requisite instruction 2. Four to five faculty members trained in culturally responsive teaching and learning practices who will provide training to their peers in a train-the-trainer model 3. Four to five faculty members trained in advanced data gathering, analysis, and visualization practices who will provide training to their peers in a train-the-trainer model 4. Regular communication and updates on data points and techniques through newsletters, flex day presentations, and other activities 5. Flex day agendas devoted to data literacy and/or culturally responsive teaching and learning 6. Adjunct professional development day agenda devoted to data literacy and/or culturally responsive teaching and learning

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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.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

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.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Average number of credits attempted in year one	15.08431703
Average number of degree-applicable credits attempted in year one	13.11187608
College-level course success rate	0.764628
Full-time students	235
Number of students	778
Persisted from term one to term two	381

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Successfully completed both transfer-level English and math in year one	39
Successfully completed transfer-level English in year one	109
Successfully completed transfer-level math in year one	71

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Attempted 15+ college credits in first term	42
Successfully earned 12+ college credits in first term	89

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Successfully earned 15+ college credits in first term	18
Successfully earned 6+ college credits in first term	261

Budget Totals

Total Budget

$141,755

Code	Amount	Percent of Budget
1000 - Instructional Salaries	$24,000	16.93%
2000 - Non-Instructional Salaries	$15,000	10.58%
5000 - Other Operating Expenses and Services	$40,000	28.22%
4000 - Supplies and Materials	$20,057	14.15%
2000 - Non-Instructional Salaries	$33,718	23.79%
3000 - Employee Benefits	$8,980	6.33%
Cerro Coso Community College Total	**$141,755**	**100%**

Efforts & Support

EFFORTS: Cerro Coso has fully implemented the use of multiple measures aligned with the research and recommendations from the Multiple Measures Assessment Project (MMAP). In
order to maximize placement and adhere to existing research protocols, the college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAP). Using these recommendations, the Counseling, Math, and English departments developed a Multiple Measures Guide. The college began collecting data to track placements in spring 2017 and will be working with our Institutional Researcher to begin evaluating that data for validation and improvement of the placement process. The college was an early participant in the statewide Common Assessment Initiative. In addition to the use of multiple measures to improve and maximize student placement, a focus on assessment preparation was fully implemented in 2015. Through the use of multiple measures the college has been able to maximize student placement in courses. The number of students completing the assessment process has increased from 46% of students in 2014-15 to 63% of students in 2016-17. The college has been collecting data on the use of multiple measures and subsequent placements since spring 2017 and is working with the Office of Institutional Research in evaluating. Currently, the process is a manual application of the MMAP measures. The college is additionally working on the automation of the application of the MMAP identified multiple-measures in placing students. Continue to work with Statewide Academic Senate to coordinate and collaborate on the approaches to and implementation of Guided Pathways to help the campuses to work through misconceptions and barriers that have the potential to delay progress.
CHANCELLOR'S OFFICE SUPPORT: We addressed this in our self-assessment and I know that this is already on the radar of the Chancellor's Office and the GP Regional Coordinator, but I will re-state here. It would be very helpful to have representation of successful Guided Pathways (even if it precedes or was not called Guided Pathways) from more of a variety of institutions, particularly smaller and more rural colleges. I believe that this is also already happening, but it would be very helpful to have the self-assessments reviewed for: -themes - cohorts of colleges by element (at similar points) -opportunities for Chancellor's resources to develop for elements that are shown to be consistent gaps across the system -core of a variety of approaches and college to share models of successful strategies It would also be helpful for IEPI to provide professional development/training on project management. Many of these efforts represent the need for a skill set in project management/program implementation. Professional development, resources and templates for models of scaled project management would help to organize our efforts more effectively and completely.

Certification

CHANCELLOR/PRESIDENT
Jill Board jboard@cerrocoso.edu

REJECT   CERTIFY

Awaiting Certification

PRESIDENT, ACADEMIC SENATE
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REJECT   CERTIFY

Awaiting Certification