Key Element				
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 discusss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquity about the Guided Pathways approach, framework and evidence.				
Current Scale of Adoption: Early Adoption				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Math Department	The Math Department examines SLOs per course in a biannual cycle.		Instruction focuses on students' needs to succeed in the math sequence.	No Change
Letters Department	Letters examines student learning outcomes each spring.		Stronger instruction, revised SLOs possibly then leading to stronger instruction	Full Scale
EOPS/ CARE		Advisory Committee assists the college in developing and maintaining effective extended opportunity programs and services. Consists of staff, faculty, counselors, administrators, and students. Also includes outside partners including OUHSD administrators, VC Human Services administrators and staff. Meets every semester and is provided data on student success of program participants, to review and discuss strategies to improve program and success of participants		Scaling in Progress

Key Element

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 discusss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquity about the Guided Pathways approach, framework and evidence.

Current Scale of Adoption: Early Adoption

Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
Student Success Committee	As the Guided Pathways steering committee, the SSC will continue to examine research and local data on student success. Additionally, the SSC will discuss strategies to improve student success. These discussion will now include the Guided Pathways approach, framework and evidence.	The Integrated Plan (SSSP, equity and BSI), which is also under the guidance of the SSC will be aligned with Guided Pathways. The BSSOTP grant will also be aligned as will all efforts involving AB 705.	Guided Pathways will be a regular discussion item in SSC meetings and local data on student success in relation to GPS efforts will be examined along with ideas for potential improvements to the planning, implementation, and approach of our local GPS program	Scaling in Progress
Counseling	To improve student success, the Counseling Department will assist full-time and part-time students with developing a comprehensive student educational plan with the intent of providing students with a clear pathway to achieve their academic and career goals.	1. An extensive phone bank campaign will be conducted to contact every enrolled student that does not have an approved abbreviated or comprehensive student educational plan completed and will be scheduled a counseling appointment to ensure one is completed. 2. Campus in-reach efforts will be implemented by conducting classroom visits to educate students on the importance of a comprehensive student educational plan and recruit students to sign-up for an appointment. 3. With the assistance of faculty - work on an early alert system to connect students with timely student & academic support services.	1. Comprehensive student educational plans will be increased by 10% by spring 2019. 2. OC students will have a set of clear course-taking patterns that ensures completion of Degrees, Certificates, and Proficiency Awards, and a timely graduation. 3. Increase in Student Success and Support (SSSP) performance-based funding allocated to Oxnard College based on the number of abbreviated and comprehensive student educational plans completed.	Scaling in Progress

Key Element				
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: Full Scale				
Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
EOPS/ CARE		• EOPS hosts annual Summer Institute Program: weekend long leadership institute encourages students to develop a vision of higher education while making new friends, networking and being exposed to university life leading to higher retention rates. Follow-up meeting with participants held annually. Program video is shared with Student Services staff and faculty. • We currently do not have any key activities focusing on employment		Full Scale
Counseling	To track progress on student academic outcomes, counselors will process Associate degrees and Certificate of Achievement applications and IGETC and CSU transfer certification every semester for students who have completed their educational goal. This information will be used as student data to report the total number of degrees and certificates Oxnard College has awarded.	Initiatives that will be integrated will include: • Group Counseling • High School Outreach • OC Friday/OC Nights • Classroom Presentations • Email Alerts from Admissions and Records • Student Orientations providing an overview of the different academic programs and educational degrees available at OC to prepare students for their chosen career.	Associate Degrees, Associate Degrees for Transfer (ADT's), Certificates, and IGETC/CSUGE certification will be increased by 10% by spring 2019.	Full Scale
Outreach	OC Outreach tracks all participants of OC Friday, OC Nights and CondorFest. Outreach runs reports to check enrollment of both the fall and spring semesters of first year at OC.		OC Outreach currently tracking all participants of OC Friday, and will continue to do the same with OC Nights and CondorFest. Outreach runs reports to check enrollment of both the fall and spring semesters of first year at OC	Full Scale

Key Element

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: Full Scale

Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
Insitutional Effectiveness	The Office of Institutional Effectiveness at Oxnard College uses clearly identified benchmarks to track progress on the multiple key initiatives at the college. Those benchmarks will continue to be shared at the SSC monthly meetings.		Continued sharing of student success data at the SSC monthly meetings	Full Scale

	Key Element

3. Integrating 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 initatives and programs.

Current Scale of Adoption: Early Adoption

Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
Math Department	The Math Department plans to analyze data pertaining to student placement, success rate, retention rate and persistence rate.		Modify course offerings, curriculum and placement as needed to address the needs of students' educational goals.	Pre-adoption
EOPS/ CARE		EOPS/CARE counselor is part of cross-functional Guided Pathways workgroup		Early Adoption
Counseling	The Counseling Department will continue to assist students with proactive academic and career counseling to support career choices, decision-making, and personal values.	• Career group counseling, • Academic Success workshops • REACH workshops • Career Center Referrals will be given to students to integrate support services for undecided students • Transfer Center Referrals to prepare students to be transfer-ready and eligible for a four-year university. • With the assistance of faculty - work on an early alert system to connect students with timely student & academic support services.	Increase in numbers of students who utilized Counseling, Career Center, and Transfer Center services and/or attended a workshop; Increase in faculty early alert referrals	Early Adoption
Strategic Planning Steering Committee	The Guided Pathways for Success program has become one of the initial College Wide Strategic Plan Initiatives. 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 initatives and programs.	College Strategic Plan; Integrated Plan; BSSOTP	Continued, regular, college-wide discussions through the Strategic Planning Steering Committee and the Student Success Committee to include Guided Pathways for Success as an integral part of the college's main planning and resource allocation processes	Early Adoption
Science		Participation in Strategic Planning Steering Committee		Early Adoption

Key Element				
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				
Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
EOPS/ CARE		EOPS/CARE counselor is part of cross-functional Guided Pathways (GP) workgroup allowing for input from EOPS program to GP workgroup and vice versa to ensure inclusive decision-making		scaling in progress
Counseling	The Counseling department has assigned a designated counselor to represent the Guided Pathway work-group and the Department Chair is assigned to the Student Success Committee, which is the steering committee that will oversee the structure of Guided Pathways. Additionally, there is an assigned counselor from EOPS and a counselor from the Career Center. Collectively, all three departments will collaborate to identify program and co-curricular activities.	Counselors and Department Chair will attend work-groups, meetings, Guided Pathway trainings, view webinars, and continue to implement counseling activities aligned with the Guided Pathway framework.	Conselors will be informed of and promote the GPS goals and as a result of their work there will be an increase in students declaring a major and a decrease on undecided students.	scaling in progress
Science		actively involved in participatory governance committees		scaling in progress

Key Element
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

Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
GPS work group and Student Success Committee	These two groups have been identified and selected to serve as the key leaders that will steer college-wide communication, input and decisions regarding the Guided Pathways framework. These are cross-functional work-teams that will provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. Additionally, both will engage in the college-wide participatory governance process.		Continued college-wide communication regarding the Guided Pathways for Success Initiative and regular opportunities for input through the participatory governance process.	scaling in progress

	Key Element			
	5. Intersegmental Alignment - (Clarify the Path) **College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.**			
	Current Scale of Adoption: Scaling in progress			
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Math Department	Math has met with OUHSD to articulate Oxnard College's Math Placement Rules.	Compliance with AB705 will require OC to revise Multiple Measures to include new course offerings.	Students using HS transcripts to place into their math courses.	Scaling to Progress
Letters Department	English has met with OUHSD for work on Multiple Measures		Stronger and more accurate MM placement for incoming students.	
EOPS/ CARE		EOPS counselor is assigned as lead to conduct EOPS/CARE program outreach to k-12 schools, and community partners to inform them of program requirements, benefits, application process		
Outreach	OC outreach provides informational sessions, tabling information and marketing on local high school campuses about OC services, academic program. OC Coordinates all High School Outreach on respective campus including events held at Oxnard College.		Students may identify programs and services at Oxnard College which apply to the goal and specific of each student.	
ALAS; ACABADO; Title V Adelante ESL Consortium; etc.	Through multiple grants and instructional department led efforts, the college will continue to engage in systematic coordination with k-12, four-year institutions, adult schools, community and industry partners to develop and integrate the Guided Pathways for Success at Oxnard College.	ALAS; ACABADO; ESL Consortium; Letters, Math and ESL multiple measure efforts with OUHSD; Title V Adelante	Clear pathways for students to follow from k-12 to Oxnard College, to career (with possible stop at four-year college after OC)	Scaling in Progress

Key Element				
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.**				
Current Scale of Adoption: Early Adoption				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Math Department	The Math department will establish 2 math pathways: 1. Science, Technology, Architecture, Math and Business (BSTEM) 2. Statistics and Liberal Art Majors	Compliance with AB705, and Guided Pathways	The BSTEM pathway will have a strong algebraic curriculum to prepare students for a calculus course. The Stats and Liberal Arts pathway will prepare students for quantitative problems solving.	Early Adoption
EOPS/ CARE		EOPS has designated Personal Growth (PG R100A) course offerings every term (fall, spring, summer) where instructions is provided by an EOPS/CARE counselor and where career exploration is one of the key components covered. Program counselors provide career counseling during counseling appointments and refer students to free online career resources/assessments as well as provide information regarding internships and volunteer opportunities for career exploration.		
Counseling	Continue to provide multiple pathways to student success and counseling guidance from the initial start (student first appointment) to completion (graduation/transfer).	• New Career Center • Personal Growth and Career Planning courses • Provide Career website resources to students: California Career Café, ASSIST.org to explore majors • Administer a variety of career assessments to identify student major and career goal.	Student will increase their knowledge on meta-majors, career trends and employment outlook.	

Key Element				
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.**				
Current Scale of Adoption: Early Adoption				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Outreach	OC outreach can develop and integrate career exploration and advisement through our OC Friday events which each OC feeder school may take part in.		Students will receive a report with suggested Oxnard College majors and programs based on an interest career assessment which the outreach team already has begun to explore.	
Career Center	• Continue to use CA Career Zone and begin to implement Simplicity both of which are online career tools for students. • Continue the work of the job placement specialist who works with local employers (and non-local) to help our students gain practical working knowledge of the fields they are exploring. • Continue to offer workshops that link student interests to our specific majors on campus to help with selection • Continue to provide articulated pathways with local high schools for our various CTE programs to facilitate success. • Continue to provide resume and cover letter workshops and clinics • Continue to teach interviewing and job preparation skills to students • Continue offering mock interviews for students who have been offered an interview • Continue offering career fairs	Strong Workforce Grant; SSSP	Students who utilize these services will become more informed of the job opportunites available to them and will be better prepared to earn those jobs/careers.	Scaling in Progress

Key Element
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.**
Current Scale of Adoption: Scaling in progress

Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
Math Department	For fall 2018, experimental courses have been approved by curriculum committee. Math 098F and Math 098G are co-requisite support courses attached to entry level transferable math course, Math 105 and Math 115, respectively. The co-requisite course is for students that need additional academic support. For fall 2019, the 2 math pathway courses will be offered. Math 005 and Math 015 will be only 1 level below transfer. This prerequisite courses will prepare students for their math pathway and meet district's math competency requirement. Both are degree applicable and 1 level below	Multiple Measures, compliance with AB705, and Guided Pathways	The percent of students completing their math requirement with one year will increase.	Pre-adoption Early Adoptions
TSD	Work with discipline faculty on curriculum redesign and non-credit ESL (Ceritificate of completion); develop and post web online versions of weekly workshops (GLAs); develop and implement contextualized courses (ENGL 95); Develop and/or modify department flow charts: Accelerated Language Learner Pathway and Department flowchart; Continue to work with Counselors on multiple measures placement; develop strategic outreach plan to improve our ESL outreach efforts	AB705; BSSOTP; Equity; BSI 2.0	• Students will move through the pathway(s) and complete with a C or better • Advancement in course placement • Completion of desired outcomes or benchmarks • Stronger reading and writing skills for success across the disciplines	Scaling in Progress

Key Element				
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.**				
Current Scale of Adoption: Scaling in progress				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Counseling	Counselors are using multiple measures to place students into college-level math and English in lieu of the college's assessment test.	Counseling is collaboratively working with Oxnard Unified High School District and the English and Math Department Chairs to determine criteria's: high school GPA, grades in coursework, highest level of coursework in high school, SAT/ACT scores, external transcripts; The campus is adhering to AB705, and adding Open Access classes, to increase access of transfer-level math and English courses.	• A more accurate placement method • The number of students enrolled in remedial courses will decrease. • Provides student with a more timely graduation • Students will be better prepared in successfully completing other college level courses.	
EOPS/ CARE		As part of mutual responsibility contract that students sign to participate in program, student must select a program of study or major which would determine their "pathway." This would be developed through a comprehensive ed. Plan outlining all courses required to complete pathway and would be revised for accuracy and completion on a semester basis or more often if needed.		
Letters Department	Co-requisite support courses attached to one-level below transfer English and transfer English to begin Fall 2018; embedded tutoring contingent upon funding and availability of tutors.		Stronger SandR and SLOs	Early adoption
Outreach	OC outreach can further promote dual enrollment opportunities for students on respective campuses.		OC outreach provides informational sessions, tabling information and marketing on campus about OC services including dual enrollment.	

Key Element
8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

Current Scale of Adoption: Pre-Adoption				
Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption
Math Department	The Math Department will establish 2 math pathways for developmental math: 1. Science, Technology, Architecture, Math and Business (BSTEM) 2. Statistics and Liberal Art Majors	Compliance with AB705, and Guided Pathways	The BSTEM math pathway prepares students for Calculus. The Statistics and Liberal Arts math pathway prepares students for Statistics, Math for liberal majors, and Math for elementary school teachers.	Pre-adoption
EOPS/ CARE		Students in program must have a completed and updated comprehensive educational plan that outlines all courses and organizes in sequential order to provide students a clear picture of length of program and predictable course sequences based on information provided by teaching faculty and previous course scheduling		
Counseling	Counselors will use DegreeWorks to complete degree/certificate audits and develop comprehensive student educational plans	Counseling has implemented the following process and/or forms to support existing efforts: • Online Counseling • Express Counseling • Group Counseling • One-on-one Academic Success Counseling • ASSIST course transfer articulation website • UC Guided Pathways website • Catalog major sheets • Class Schedule worksheet • IGETC/CSUGE Course handout • Abbreviated Student Educational Plan forms • English and Math Multiple Measures Rubric • First-Year Student Course Recommendations	Student persistence and completion rates will increase each semester.	

Key Element
8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

Current Scale of Adoption: Pre-Adoption				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Academic Departments	Department chairs and their colleagues will look through their program offerings and course schedules to develop pathways to completion that meet student needs and demands. Additionally, department chairs and their colleagues will work on creating predictable schedules utilizing backwards design to keep student outcomes and end goals in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).		Clear pathways for students to follow from orientation through graduation/completion	Early Adoption
Science		Science Department working on updating their program requirement outlines/pathways		
Outreach	OC Marketing and CTE programs are collaborating on marketing materials, we may want to integrate some concepts of guided pathways into them.			

Key Element

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.

Current Scale of Adoption: Scaling in Progress

Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
EOPS/ CARE		• Students must meet with a counselor 3 times per semester to be in good standing with EOPS program. It is the students responsibility to schedule appointments, ensuring that they are proactive and actively engaged in their education		
Counseling	Counseling is providing intrusive counseling and Academic Success and Reaching Excellence in Academics and Challenges (REACH) workshops for students who are identified as at-risk and are on academic, progress probation and dismissal.	a) Follow-up services: action plans, student success surveys and student success agreements b) Instructor progress reports c) Probation outreach phone call campaign conducted d) Early Alert provided by instructors: follow-up through online counselors e) Referrals to other on-campus service f) Student Health 101, an online workshop for probation students	1.Increase of students being removed from probation status to good standing. 2. Increase of student success towards OC progress and completion rates.	
Science		Participation in early alert and providing EAC and GradesFirst feedback to respective departments		

Key Element				
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.				
Current Scale of Adoption: Scaling in Progress				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Writing and Reading Center/ Tutoring	• tutor training that follows CRLA standards • online workshops (GLAs Guided Learning Activities) • Outreach including campus events and high school outreach • create and maintain handouts on writing and reading skills accessible in the Center and online • provide trained embedded tutors for students to navigate accelerated pathways • Work with student services to proactively contact students who have been identified through early-alert systems and connect them with tutorial services	• AB 705 • BSSOTP • BSI • Equity	• consistent or increasing number of students visiting the Writing and Reading Center and Tutoring Center • utilization of embedded tutors in accelerated courses • utilization of online resources • increased presence at campus events and high schools to inform about available resources	Scaling in Progress
Outreach	OC Outreach host OC Fridays and OC Nights which allows students to view, connect and receive information from student support services around campus. CondorFest provides opportunities for students to connect with programs and services which ease the transition of starting college at OC. Students will also have opportunities to meet campus faculty and academic programs to aid in the choosing of a major or career.		Students will be able to locate key offices based on the needs and concerns they have. Students will connect with professional staff and faculty to support the success of first semester of college.	

Key Element
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, tracking, and outcomes for Guided Pathways.

Current Scale of Adoption: Early Adoption				
Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
EOPS/ CARE		Program requirement is to have an updated educational plan on Degree Works (online educational plan technology tool) that is accessible to all counselors and to the students themselves that is developed from program of study chosen by student and can be adjusted as needed.		
Counseling	1.Utilize DegreeWorks and Grades First to track comprehensive student educational plans and data reports. 2. Enhance Online Counseling where a counselor will be available to answer student general/topical questions regarding their educational and academic goals. 3. Enhance the Student Health 101 online workshop for at-risk and probation students.	1.Through myvcccd.edu portal, students have access to DegreeWorks to create their own student educational plan to then be reviewed by a counselor. 2. A specific email address, Oxnard College Counseling, and assigned counselors have been set-up for students to access and receive online counseling services (e.g., graduation applications, transcript evaluations, prerequisite clearance). 3. Transition from the Student Health 101 online workshop to utilizing the Student Lingo software program.	1.Utilizing DegreeWorks, students will learn how to navigate their portal, plan their course pattern pathway, and utilize tools that will help them achieve their academic and career goal. 2. The implementation of online counseling will increase the student to counselor contact and the number of students served. Students will have access to an enhanced interactive program that will include more study skills, academic and career exploration, and personal management online workshops and videos. Student Lingo is also more student-friendly and easier to navigate; thus, increasing the number of students completing an online workshop.	

Key Element				
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, tracking, and outcomes for Guided Pathways.				
Current Scale of Adoption: Early Adoption				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Outreach	OC Friday/ OC Nights provides students the opportunity to develop an abbreviated educational plan with the intent of students returning within the first semester to complete a comprehensive educational plan to solidify major and career interests.		Students will receive basic understanding to register for classes and to communication with counseling faculty for counseling.	
OC	The GPS work group, in collaboration with the College IT team, counselors and the SSC will identify the appropriate technology infrastructure to purchase that will provide students, instructional, counseling, and student support faculty and staff with the tools needed to support planning, tracking, and outcomes for Guided Pathways.		Students, instructional, counseling, and student support faculty and staff will be able to plan, track, and view pathways progress.	early adoption

Key Element				
11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) **Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.**				
Current Scale of Adoption: Early Adoption				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
EOPS/ CARE		• Coordinator and counseling staff participate in campus shared governance committees • Counselors attend bi-weekly Counseling division meetings and monthly in-service days • Counselors attend transfer related conferences to stay up to date on transfer related process (UC, CSU, Transfer, Private Colleges) • All staff have participated in the statewide EOPS Association annual conference: 3 day conference providing professional development and best practice activities		
Math Department	The math department will continue to participate in professional development focusing on math pathways, curriculum development for pathways, and redesign course offerings.	AB 705	For fall 2018, experimental co-requisite courses, Math 098F and Math 098G, will be offered and attached to entry level transferable math courses, Math 105 and Math 115, respectively. For fall 2019, the 2 developmental math pathway courses, Math 005 and Math 015, will be offered. Both are degree applicable and 1 level below transferable.	
Science		Professional development opportunities currently exist through the multiple initiatives at the college including but not limited to: ALAS, ACABADO, Equity, BSI, BSSOTP and SSSP		
Counseling	Counselors will continue to participate in professional development offered by the college and off-campus to increase knowledge, skills and be informed on higher education policies, counseling initiatives, and Guided Pathways practices.	a) State and National Conferences b) Guided Pathway webinars and trainings c) Counselor In-Services c) Oxnard College Flex Day d) Department Chair Meetings f) UC and CSU Conferences f) In-Services with Articulation Officer to stay abreast on new courses, programs, prerequisite course changes.	1. Professional learning that will increase counseling effectiveness and student success results for all students. 2. Ability to address the learning outcomes and the Four Pillars standards of Guided Pathway.	

Key Element				
11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) **Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.**				
Current Scale of Adoption: Early Adoption				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
Adelante, ALAS, ACABADO	Through partnerships with local school districts, CSUCI and Cal Lutheran University, continue to provide faculty and staff with strategic professional development	Adelante, ALAS, ACABADO	Staff, faculty and administrators will participate in professional development opportunities that are aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	early adoption
OC	The GPS work group and SSC will identify strategic professional development opportunities for staff, faculty and administrators. The work group and SSC will develop a PD request process in order to have a centralized review and approval of PD requests.	Integrated Plan (SSSP, Equity, BSI), BSSOTP	Staff, faculty and administrators will participate in professional development opportunities that are aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	early adoption

Key Element				
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.				
Current Scale of Adoption: Full Scale				
Program	**Outline plan for each self-assessment element that will be addressed in this time period**	**What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?**	**Outcomes: Indicate what success will look like as a result of these efforts**	**Anticipated change in scale of adoption during timeframe**
EOPS/ CARE		• Program SLO's focus on SSSP mandate compliance with achievement accomplished above target @ approximately 90% completion rate for the following: • Minimum 70 % of new (fall 17, Spring 18) Oxnard College/EOPS students will have gone through the Matriculation process (assessment, Orientation) • Minimum 70% of new (fall 17, Spring 18) Oxnard College/EOPS Students will clarify and identify the process to achieve their educational goal by completing a Comprehensive, Educational plan through Degree Works.		
Counseling	1. Apply educational planning in overall academic and career success. 2. Navigate the Guided Pathway processes that will lead to successful degree/certificate completion or transfer.	• Online Counseling • Express Counseling • Group Counseling • One-on-one Academic Success Counseling • OC Fridays • OC Nights • Academic Informational Sessions • Priority Registration Days • Classroom Visits	1.Student is able to identify course requirements for general education and major. 2. Student will be able to demonstrate completion by successfully progressing through the student educational plan.	
OC PEPC and/or other PG committee	As part of the participatory governance and resource allocation process Oxnard College will identify the appropriate committee to review learning outcomes and discuss/determine if the outomes are aligned with the requirements targeted by each program and across all levels.	OC Strategic Plan	Ongoing discussion and review of program learning outcomes to ensure students are prepared for their next step whether that is a four year or a career	Full Scale

Key Element

13. Assessing and Documenting Learning - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

Current Scale of Adoption: Scaling in Progress				
Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
Science		Annual review of SLOs		
EOPS/ CARE		Newly updated SLO's for EOPS personal growth course are implemented and reporting of outcomes is done each semester through SLO scorecards by counseling instructor. SLO scorecard results are used to improve program effectiveness -Example: if comprehensive ed. Plan completion rate is not 100%, plan of action is developed to ensure all students meet SLO		
OC PEPC and/or other PG committee	As part of the participatory governance and resource allocation process Oxnard College will identify the appropriate committee to review learning outcomes and discuss/determine if the outomes are aligned with the requirements targeted by each program and across all levels.	OC Strategic Plan	Ongoing discussion and review of program learning outcomes to ensure students are prepared for their next step whether that is a four year or a career	Scaling in Progress

Key Element

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.

Current Scale of Adoption: Early Adoption

Program	Outline plan for each self-assessment element that will be addressed in this time period	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?	Outcomes: Indicate what success will look like as a result of these efforts	Anticipated change in scale of adoption during timeframe
EOPS/ CARE		Early registration, being able to utilize time management skills to develop a class schedule using weekly template and printed class schedule of classes in small group setting with counselor supervision		

Object Code	Category	Year One	Year Two	Year Three	Year Four	Year Five
	100% FT Curriculum Tech					
1000	Academic Salaries (Faculty - Professional Experts)	$44,582	$44,582	$25,000	$25,000	
2000	Classified and Other Nonacademic Salaries	$52,512	$52,512	$52,512	$52,512	$52,512
3000	Classified Employee Benefits	$41,838	$41,838	$41,838	$41,838	$41,838
3000	Faculty Benefits	$7,910	$7,910	$3,500	$3,500	
4000	Supplies & Materials					
5000	Other Operating Expenses and Services	$10,000	$10,000	$10,000		
6000	Capital Outlay					
7000	Other Outgo					
	Counseling-1 adjunct counselor @ 21 hours per week per semester to conduct career assessment interpretation and provide career counseling services 🎬 $17,500 per semester per counselor 🎬 $10,750 per summer session per counselor 🎬 2 summer sessions + 2 semesters per GPS year= $56,500, except for year 1 when only Summer 2019 will be funded	$10,750	$56,500	$56,500	$56,500	
	Purchase of career assessment software license for student use and to allow campus to track student usage, results, etc. for data collection and for reporting purposes. Career assessment would be incorporated into the matriculation process for new students as step 3 of 4. There are approximately 1,500 new students per year that would be potential participants in the career assessment component of the matriculation process. 🎬 Eureka Career Assessment Campus License: Annual Fee of $1295 for 2,000 students	$1,295	$1,295	$1,295	$1,295	

	Purchase 4 single station printers during year 1 of grant, in addition to paper, ink cartridges, and toner for years 1-4. The career center does not currently have the capability of printing for students using the stand alone computers in the center. Printing of career assessment results would be necessary for career counselor to conduct an effective interpretation of results. Once interpretation of results is complete, and student has a better insight of the program of study they will follow (based on career goal), student would be referred to meet with a counselor to complete comprehensive educational plan (Step 4 of new matriculation process).	$1,000	$300	$300	$300	
	Total allotted	$201,044	$241,252	$201,044	$80,417	$80,417
	Program Totals	$169,887	$214,937	$190,945	$180,945	$94,350
	Balance Available	$31,157	$26,315	$10,099	-$100,528	-$13,933

	Total Allotted	$804,174.00
	Total Projected Expenses	$851,064.00
	Balance	-$46,890.00

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