



**2018-19 REPORT**

## Guided Pathways Legislative Report

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor



# 2018-19 GUIDED PATHWAYS LEGISLATIVE REPORT

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Prepared By

**California Community Colleges Chancellor's Office**

Educational Services and Support



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Photo: Long Beach City College

## GUIDED PATHWAYS: SYSTEMATIZING STUDENT SUCCESS

The California Community Colleges is committed to promoting equity and economic mobility by enabling lifelong learning for all Californians. The 115 colleges welcome students at every stage in life no matter what their education goals are or where their life path took them before they enrolled. Guided by a north star, the [Vision for Success](#), colleges

are working collectively to meet six ambitious goals outlined in the *Vision for Success* and to help all students achieve their goals in a timely fashion—whether that is earning a degree or certificate, upskilling to compete in a changing industry, or transferring to a four-year university.

In 2017, the California Community Colleges, supported by the legislature, committed to implementing Guided Pathways, a nationally recognized, evidence-based student success strategy. Guided Pathways promised the transformational change in students’ experiences that would keep the system standing as the backbone of higher education in the state and the leading provider of career and workforce training. To help the system achieve the ambitious *Vision* goals, Guided Pathways is a framework within which every strategy supporting the system’s *Vision for Success* is organized. Systematizing student success in this way has required colleges to reinvent components of their administrative, bureaucratic and cultural environments, as well as identify how existing initiatives support and align with the Guided Pathways framework according to their ability to:

- Clarify pathways for students
- Help students enter a pathway
- Help students stay on a path
- Ensure students are learning

***Guided Pathways is a framework within which every strategy supporting the system’s Vision for Success is organized***

For example, developmental education reform—enabling students to place directly into transfer-level English and math and providing the supports they need to complete certificates and degrees (a *Vision for Success* goal) —is aligned within the Guided Pathways framework under the pillar “*help students enter a pathway.*” Developmental education reform will enable more equitable access for students to certificate and degree programs. To *help students stay on a path*, the financial aid infrastructure and Student Equity and Achievement Program provides benefits through EOPS, CalWORKs and other programs to support students’ financial and overall well-being. To *ensure students are learning*, the system has redesigned Student Success Metrics to align with the *Vision* goals and the [Student Centered Funding Formula](#), and districts are also adopting local goals aligned to the *Vision for Success* and local boards’ comprehensive plans and budgets. These metrics enable an honest look at the system’s performance with a sense of urgency, to understand its strengths and identify where it is

falling short. Within each of the four pillars of the Guided Pathways framework, activities are aligned to help students understand their options, set goals, get on a path, and be supported to achieve their goals. In short, Guided Pathways is much broader than an initiative to provide structured roadmaps that help students reach their goals more efficiently. It's an opportunity to redesign and organize the host of existing and emerging student success tools into a coordinated strategy to meet the *Vision for Success*, with equity embedded in every activity. Guided Pathways, like equity, is a set of principles that guides the system's collective efforts. This report summarizes the system's progress to that end this past year, utilizing the state's five-year, \$150 million Guided Pathways investment.



## **CALIFORNIA COMMUNITY COLLEGES VISION FOR SUCCESS GOALS**

### **GOAL 1: COMPLETION**

Increase by at least 20% the number of California community college students annually who acquire associate degrees, credentials, certificates or specific, job-oriented skill sets by 2021-22.

### **GOAL 2: TRANSFER**

Increase by 35% the number of California community college students transferring annually to a University of California or California State University campus by 2021-22.

### **GOAL 3: UNIT ACCUMULATION**

Decrease the number of units accumulated by California community college students earning associate degrees from an average of approximately 87 total units to an average of 79 total units — the average among the quintile of colleges showing the strongest performance on this measure — by 2021-22.

### **GOAL 4: WORKFORCE**

Increase the percentage of exiting Career Education students who report being employed in their field of study, from the most recent statewide average of 60% to 69% by 2021-22.

### **GOAL 5: EQUITY**

Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% by 2021-22 and fully closing those achievement gaps by 2026-27.

### **GOAL 6: REGIONAL EQUITY**

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing such gaps by 2026-27.

## **SEVEN CORE COMMITMENTS TO ACHIEVE THE VISION FOR SUCCESS GOALS:**

- Focus relentlessly on students' end goals;
- design and decide courses and programs with students in mind;
- pair high expectations with high support;
- foster the use of data analysis to improve services at all levels;
- take ownership of goals and performance through transparency;
- enable action and thoughtful innovation; and
- partner across systems.

## CONTEXT OF THE CALIFORNIA COMMUNITY COLLEGES

The California Community Colleges is a strong force for economic and social mobility. It is comprised of 115 colleges that serve [more than 2.1 million diverse students](#), nearly half of whom are the first in their family to seek a higher education, nearly three-quarters of whom are people of color and nearly half of whom are female. Many of the colleges' students are working and supporting families—nearly 43% of students are over the age of 25. With this diversity comes great opportunity: the system's broad access institutions located in communities throughout the state and online are poised to help increase equity and social and economic mobility in California. Many important programs are designed to this end.

Certain programs aim to make certificates and degrees more financially accessible to students, like the [California College Promise Grant](#), which waives enrollment fees for income-qualified students, and the new California College Promise Program, which provides funding for community colleges to waive enrollment for one year for all first-time, full-time students who do not qualify for a California College Promise Grant. The system continues to work diligently to redesign other financial aid options to cover the full cost of college for its students, which tends to be more than for students in California's public four-year universities. Other programs aim to smooth students' paths to four-year degrees, such as the [Associate Degree for Transfer](#). About 51% of graduates from the California State University system and 29% from the University of California system [started at a California community college](#). The system also is leading California's efforts on workforce development by partnering with labor and industry to create innovative skills-building initiatives such as the [Strong Workforce Program](#), a \$400-million-plus annual investment to support and expand career education endeavors.

In addition, colleges are focusing on equity through changes to their campus culture, such as creating inviting and supportive environments for incoming students. Examples of these internal and external efforts include:

1. Outreach to local high schools and school districts to develop programs and policies that help incoming students and their families prepare for community college;
2. Diversifying college faculty and staff to align more closely with the local student population;
3. Promoting the implementation of culturally responsive instruction and service methodologies; and
4. Altering basic skills courses to meet the changing needs of the local community and the student population.

The Legislature has supported integration by tying some funding of programs and initiatives to Guided Pathways implementation. For example, eligibility for [Assembly Bill 19](#) (California Promise Grant) funding is predicated on a college's commitment to implement the Guided Pathways framework. Related to the Student Equity and Achievement Program, annual reports from the colleges must detail their equity activities as well as their progress toward "implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program."

# GUIDED PATHWAYS: PROGRESS UPDATE

## EXECUTIVE SUMMARY

The California Community Colleges Chancellor’s Office introduced the Guided Pathways framework in November 2017, built foundational support groups and tools, and assisted colleges in Guided Pathways planning. That same year, California approved a \$150-million, one-time investment to a Guided Pathways Award Program that provides funding to help community colleges integrate student support, instruction and administrative services to support students. This section illustrates progress colleges have made in implementing Guided Pathways, supported by the state investment.

The Chancellor’s Office is supporting Guided Pathways implementation by modeling integration through the new Educational Services and Support division; reconfiguring the Guided Pathways Advisory Committee to be more inclusive; building capacity for colleges with the Institutional Effectiveness Division workshops and through collaboration and resources available on the Vision Resource Center; learning through evaluation research and building a process for continuous improvement; and helping colleges support each other and their communities through a network of regional coordinators. The data from the Scale of Adoption Assessments (SOAA), which every college completed this year, indicate that colleges have, on average, made the most progress in helping students enter a pathway, and the least progress on helping students stay on a path. On average, colleges are in the “planning to scale” phase of implementation. Importantly, they have demonstrated a commitment to the transformational changes needed to implement Guided Pathways and meet the *Vision* goals and are making progress in designing, integrating, and adopting policies and procedures aligned with the Guided Pathways framework.

## THERE ARE FOUR PILLARS OF THE GUIDED PATHWAYS FRAMEWORK:



Clarify curricular pathways to employment and further education



Help students choose and enter a pathway



Help students stay on a path



Ensure that learning is happening with intentional outcomes

## PROGRESS DETAILS

Following are a few benchmarks of implementation from 2018-19. The sections below go into greater detail on critical benchmarks:

- Representatives from every college, per 2017 legislation funding the effort, have attended a workshop familiarizing themselves with the Guided Pathways framework, completed a self-assessment and progress report and adopted a plan to proceed with the Guided Pathways transformation.
- All colleges committed to implementing Guided Pathways have received a portion of the \$150-million, state-approved Guided Pathways Award Program designated for expenses related to implementing the framework.
- A support network of [regional coordinators](#) was established to support implementation of Guided Pathways.
- The Chancellor's Office combined Academic Affairs and Student Affairs into one division, Educational Services and Support, to model the type of integration of student success efforts that it seeks among colleges.
- The [Guided Pathways Advisory Committee](#) was reconfigured to expand stakeholder participation and address system needs.
- The [Vision Resource Center](#) was developed as an online community and resource tool to support all key *Vision for Success* initiatives.
- The Chancellor's Office partnered with the [Institute for Evidence-Based Change](#) in creating the Caring Campus effort to support classified professionals at the college level.
- System leaders continued partnerships with the University of California and California State University systems to support the *Vision for Success* and Guided Pathways.

### Reconfigured Leadership and Support

System leadership redesigned the Guided Pathways Advisory Committee to be more inclusive and representative of faculty, staff, students, trustees, and administrators, which helps encourage two-way dialogue between these critical stakeholders and the Chancellor's Office. The group meets bi-monthly to collaborate, leverage expertise and perspectives, and discuss ongoing support and related professional development needs.

In addition, in an effort to mirror the integration of student success tools within the Guided Pathways framework, the Chancellor's Office created the Educational Services and Support Division by combining two divisions, Student Services and Academic Affairs. This is meant to catalyze staff to work in a more integrated, effective and collaborative manner. Like Guided Pathways implementation, Educational Services and Support is aligning its efforts by region. In connecting the divisions and leveraging resources and initiatives that have traditionally existed in silos, the Chancellor's Office is modeling the type of integration it seeks within colleges through Guided Pathways.

## Guided Pathways Regional Coordinators

A network of [regional coordinators](#) was established to support Guided Pathways implementation – a unique strategy to provide some coordination, guidance and oversight while still honoring the diversity of colleges and regions of the state. As liaisons between the colleges and the Chancellor’s Office, the regional coordinators help connect colleges to resources to make their transformation a success. Seven regions are now staffed with 18 coordinators who facilitate local workshops; ensure the local voice is heard at the state level; help colleges and districts get answers to their questions; and share newly available resources, tools and promising practices. The seven regions throughout the state are:

North/Far North

- Central Valley/Mother Lode
- Inland Empire
- Bay Area
- South Central Coast
- Los Angeles/Orange County
- San Diego/Imperial

During the period of July 1, 2018, through June 30, 2019, regional coordinators helped facilitate or host more than 734 college district meetings, 725 trainings<sup>1</sup> and 747 partnership/regional meetings statewide, according to data collected by the California Community College Chancellor’s Office.<sup>2</sup>

## Research

System leaders, with the support of the Success Center at the Foundation for California Community Colleges, are overseeing an evaluation of Guided Pathways implementation to identify challenges and opportunities to better integrate *Vision* strategies within the framework. The Education Insights Center (EdInsights) released the report, “*Implementing Guided Pathways in the California Community Colleges: Preliminary Findings from Spring 2019 College Visits.*” EdInsights visited 12 community colleges throughout the state conducting interviews and focus groups with college leadership, faculty, staff and students. The report notes that general awareness and understanding of Guided Pathways varies across constituent groups and is dependent upon the constituent’s level of engagement in Guided Pathways efforts. Research also points to the broad establishment of college level governance

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<sup>1</sup> Includes views of training/professional development presentation video posted by regional coordinators on YouTube

<sup>2</sup> Examples of topics covered: Introduction to Guided Pathways; Guided Pathways 101; Guided Pathways 201; Guided Pathways Team Formation; Decision Making Structures; Guided Pathways Acceleration; Design Teams; MyPath Implementation; Program Mapping; Meta Majors; Guided Pathways and Equity; Student Support; Redesign; Student Engagement; Integrating Guided Pathways and Strong Workforce; Classified Professionals and Guided Pathways; College Listening Tours, and Regional Initiatives.

structures necessary to lead these efforts. Preliminary findings also highlight some challenges the system is facing and will subsequently address, including:

- Varied efforts across colleges to collaborate with and engage their constituencies;
- Varied progress in design and implementation of Guided Pathways across colleges;
- A need for deeper student engagement in design and planning; and
- Common implementation challenges such as changing the college culture and resource and capacity constraints.

Interviewees across the colleges offered suggestions on how the Chancellor’s Office could support their Guided Pathways work. They cited a need for more help in understanding the alignment and integration of priorities; greater support for technology systems to build capacity and infrastructure; and help with the facilitation of district-level planning. EdInsights will publish an in-depth review and analysis in a December 2019 annual report.

## Resources and Professional Development

### 1. Workshops

To support implementation, system leaders are providing resources and professional development to community colleges statewide. For example, the Institutional Effectiveness Division developed workshops such as “Student Success Metrics” and “Connecting the Dots” to help colleges understand how strategies that support the *Vision* can align within the Guided Pathways framework. Workshops for 2019-20 are being planned to build interaction, increase opportunities for meaningful learning, and provide additional guidance. Additionally, all seven California Community Colleges Chancellor’s Office regions hosted the Guided Pathways workshop, “Ready, Set ... Design: Foundations for Accelerating Guided Pathways in Year Two” as follows:

- Bay Area Region – Sept. 10, 2018
- Central Valley/Mother Lode Region – Oct. 16, 2018
- Los Angeles/Orange County Region – Nov. 27, 2018
- South Central Coast Region – Feb. 4, 2019
- San Diego/Imperial County Region – Feb. 22, 2019
- Inland Empire/Desert Region – March 11, 2019
- North/Far North Region – April 8, 2019

## Guided Pathways Website

<http://cccgp.cccco.edu/>

The California Community Colleges [Guided Pathways website](#) is a central location for California Guided Pathways information. The site hosts an array of tools such as guides, videos and podcasts that help explain Guided Pathways and give guidance on planning and implementation efforts. The site is also home to the news center, which provides success stories, case studies and examples of Guided Pathways implementation in succinct articles to help spur new ideas and raise awareness of available tools and resources. An electronic newsletter, GP Connect, keeps faculty, staff and administrators informed about resources, ideas and trending topics.

## 2. The Vision Resource Center

<https://visionresourcecenter.cccco.edu>

[The Vision Resource Center](#) is an online learning and collaboration platform that improves implementation of Guided Pathways and *Vision for Success*-aligned student success strategies by enabling users to share resources and collaboratively address challenges. Open to all faculty, staff and administrators from California community colleges, communities within the site provide easy access to subject-specific learning in areas like Guided Pathways, developmental education reform, credit for prior learning and Strong Workforce initiatives. Community members have the ability to ask questions, provide input in discussion boards, and find related resources, materials and tools. Subject matter experts moderate the communities and facilitate discussion. More than 12,000 courses from Lynda.com and Skillsoft also are available to enhance colleges' professional development offerings and help everyone gain new skills. There is also a systemwide calendar of events such as Institutional Effectiveness Division workshops. Users can register for workshops and track them in their transcripts – right alongside virtual learning. Colleges can also fully integrate with the platform for more customization, such as adding local trainings and events and using professional development tracking and reporting tools.

## Scale of Adoption Assessment (SOAA) Analysis

In early 2019, across the entire California Community Colleges, progress on the adoption, design, and implementation of 23 components of the Guided Pathways framework were assessed using the Scale of Adoption Assessment (SOAA) self-assessment instrument provided by the Community College Research Center at Columbia University in New York. Progress for each component was measured by each college using the self-assessment SOAA progress metric that ranged from progress is “not occurring” to implementation of this component is “at scale” (see Table 1) to indicate what colleges have done, what colleges are doing, and what colleges plan to do.



**Table 1 — Guided Pathways SOAA progress metric as defined in the SOA self-assessment instrument**

Value	Scale of Adoption	Definition
1	Not occurring	College is currently not following, or planning to follow, this practice
2	Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
3	Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
4	Scaling in progress	Implementation of the practice is in progress for all students
5	At scale	Practice is implemented at scale—that is, for all students in all programs of study

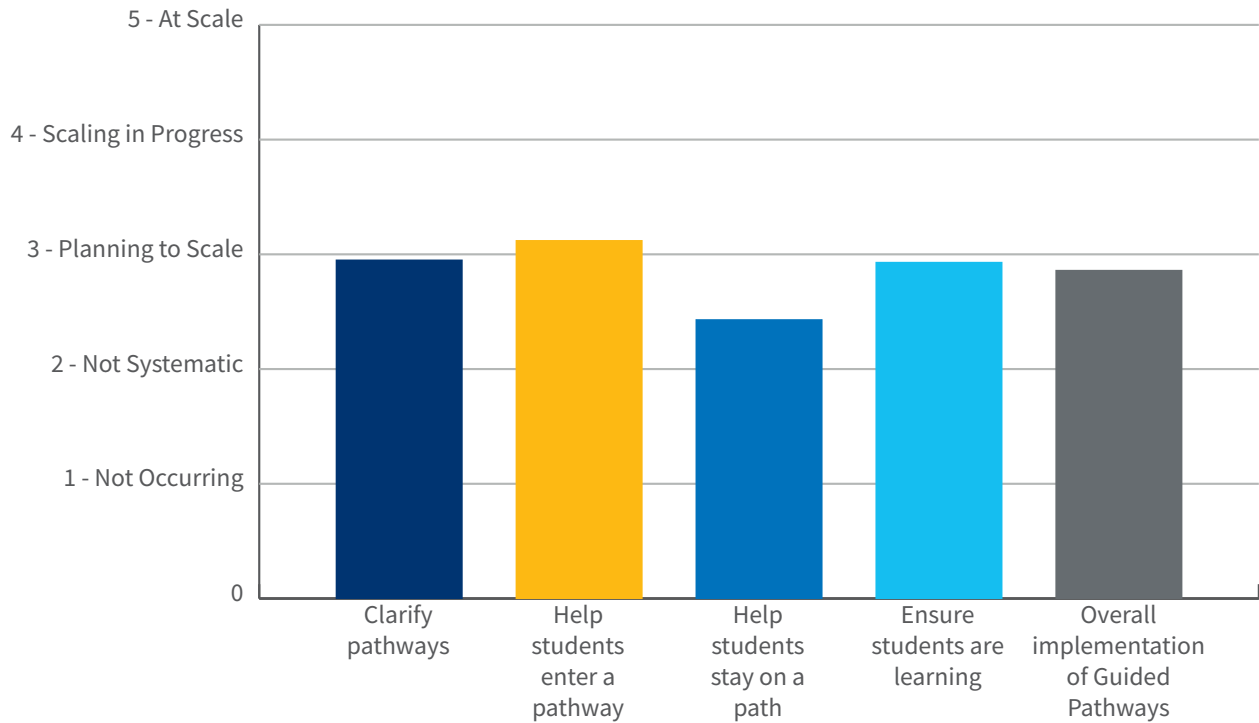
The self-assessments created a snapshot of the extent to which the system has made tangible progress on the following four pillars of the Guided Pathways framework:

- **Clarify pathways:** Mapped pathways and signposts for students to follow as they navigate entry into college and degree programs
- **Help students enter a pathway:** Programs and/or policies to help students choose a program, major, and/or degree
- **Help students stay on a path:** Programs and/or policies to keep students on the right path toward certificate and/or degree completion
- **Ensure students are learning:** Programs and/or policies that ensure that students are acquiring the knowledge and skills that they need to be successful in college and in their professional lives

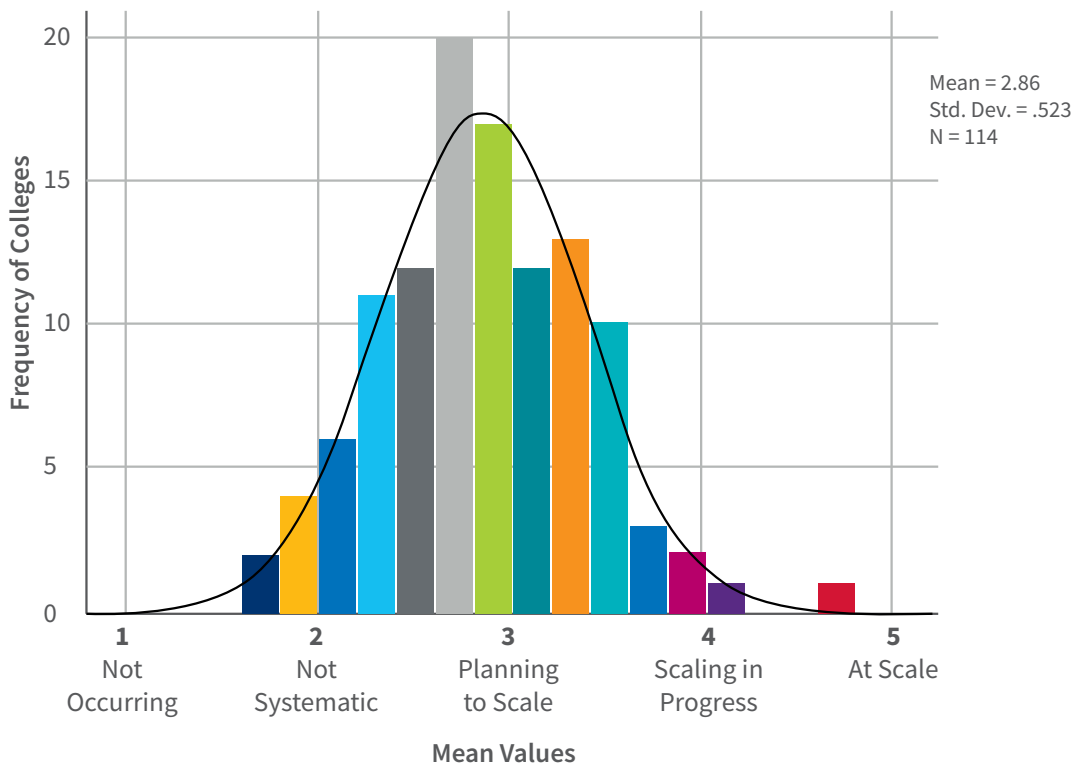
On average, based on their report of progress across all four pillars of the Guided Pathways framework, colleges are in the “planning to scale” stage (mean score 2.86). This means that, on average, they have made plans to design, adopt, or integrate programs and/or policies within the pillars of the Guided Pathways framework and have started to implement those plans (Graph 1).



## Average Progress Across Colleges in Implementing Guided Pathways Pillars



**Graph 1 - Progress on Implementing Guided Pathways Overall** (all pillars)  
*Colleges are, on average, at the “planning to scale” stage in implementing Guided Pathways overall*



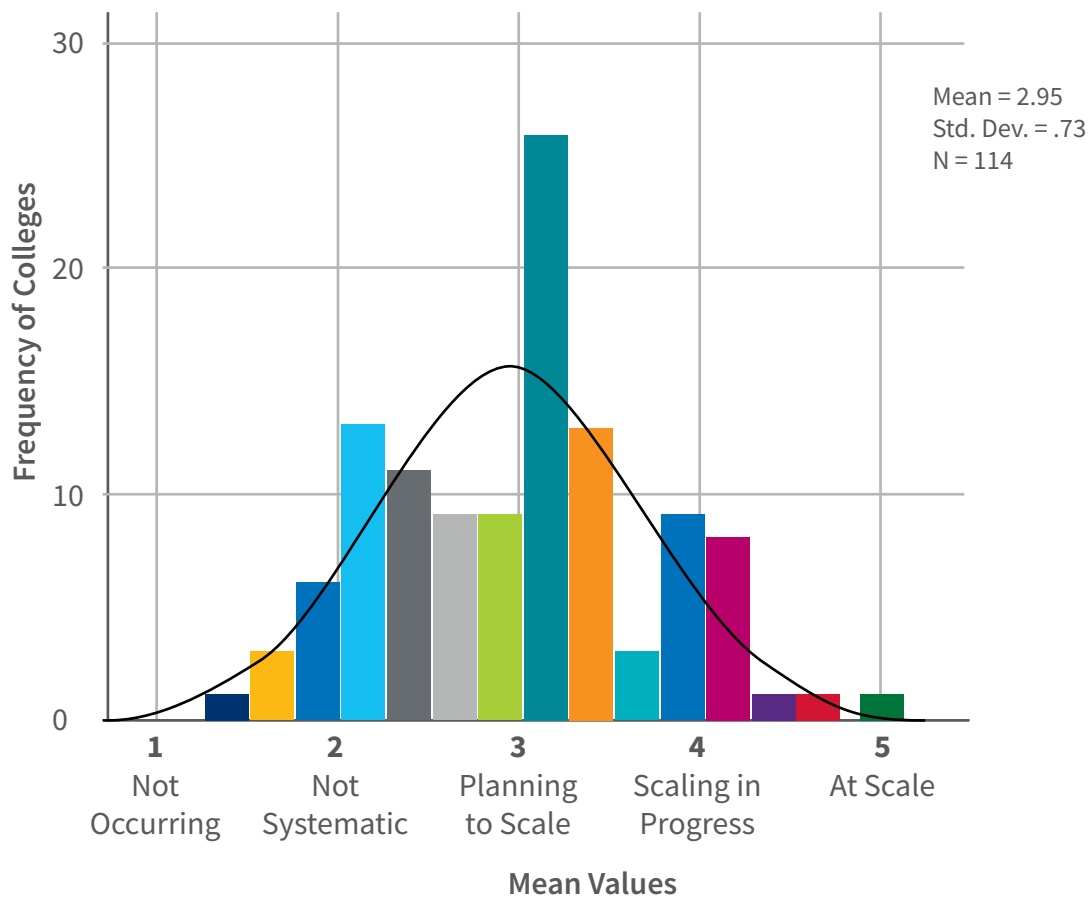
The next four graphs illustrate progress across all colleges within each of the four Guided Pathways pillars (Clarify Pathways, Help students enter a pathway, Help students stay on a path, Ensure learning).

### Clarify Pathways

Graph 2 demonstrates systemwide progress to date for the “clarify pathways” pillar, indicating that, on average, most colleges are in the “planning to scale” phase (mean score 2.95). This means that colleges are planning to provide tangible guides and supports for students to help them enter college and navigate program and degree requirements (e.g., Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”; Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area; Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program).

### Graph 2 - Progress on implementing the pillar “Clarify pathways”

*Colleges are, on average, at the “planning to scale” stage in clarifying pathways*

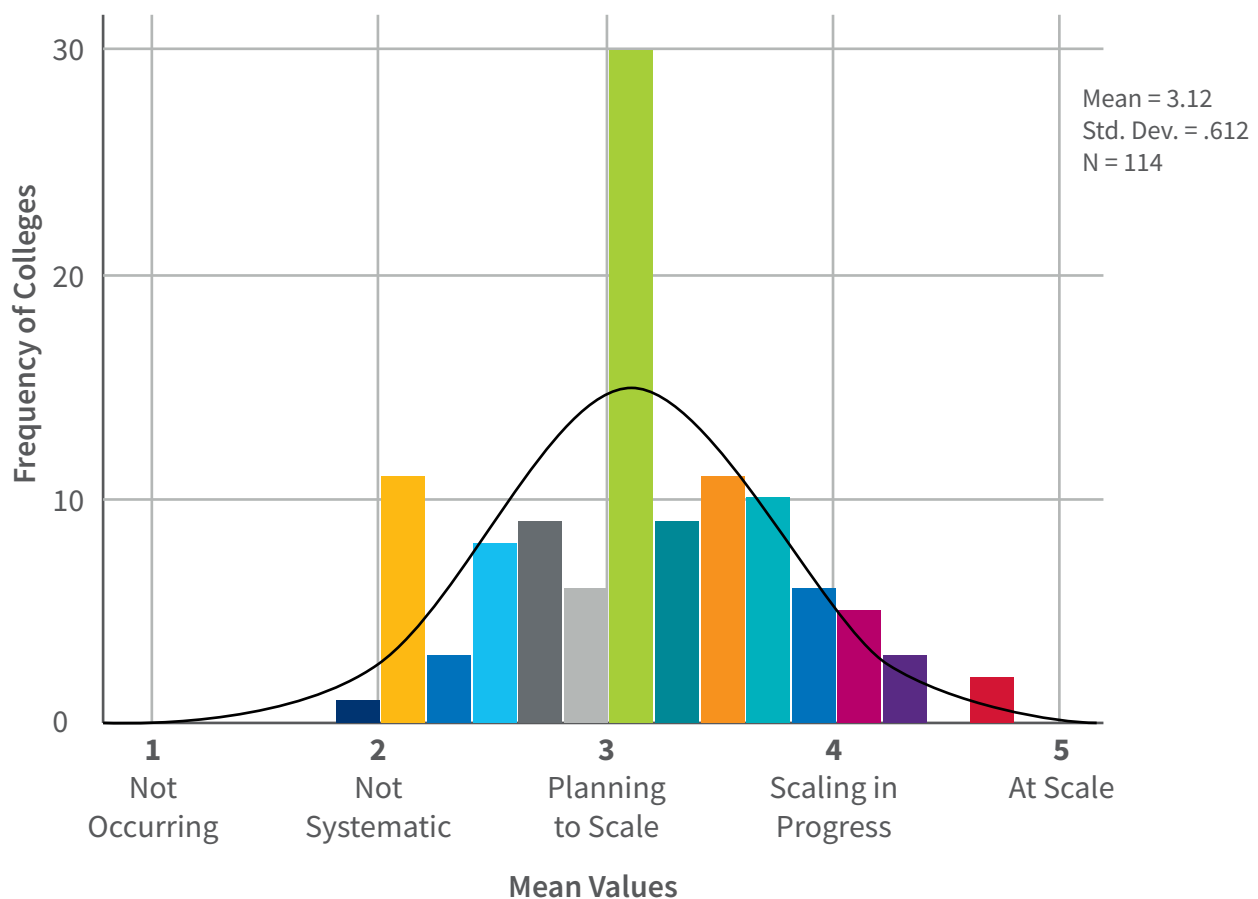


### Help students enter a pathway

Graph 3 illustrates the systemwide progress to date for the “help students enter a pathway” pillar, indicating that, on average, colleges are in the “planning to scale” phase (mean score 3.12). This means that colleges are planning to provide tangible guides and supports for students to help them decide what degree program or major to select (e.g., Every new student is helped to explore a career/college options, choose a program of study, and develop a full- program plan as soon as possible; Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas; Special supports are provided to help students to succeed in the program-relevant “gateway” math courses by the end of their first year).

### Graph 3 - Progress on implementing the pillar “Help students enter a pathway”

*Colleges are, on average, at the “planning to scale” stage in helping students enter a pathway*



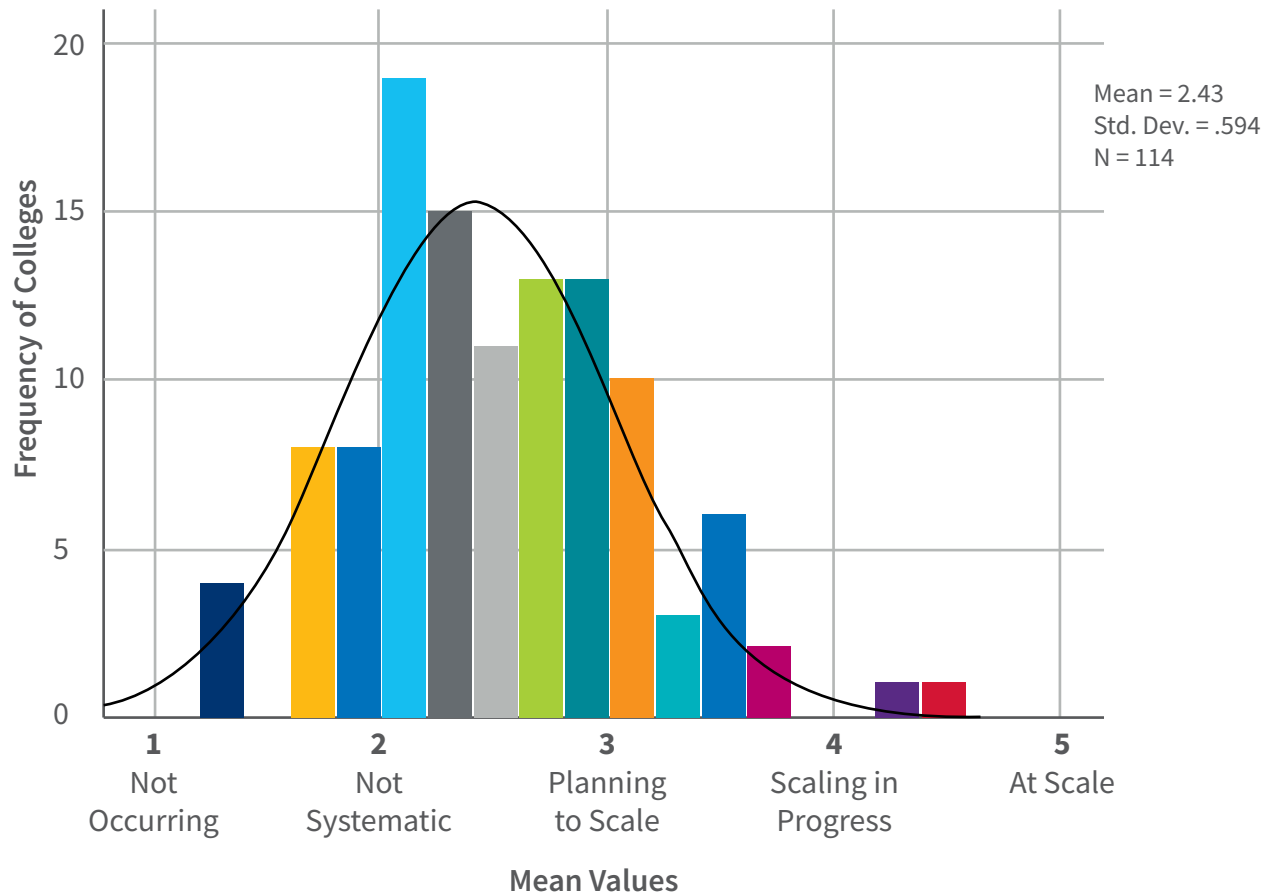
### Help students stay on a path

Graph 4 illustrates the systemwide progress to date for the “helping students stay on a path” pillar, indicating that, on average, colleges are in the “planning to scale” phase (mean score 2.43). This means that colleges are planning to provide tangible guides and supports for students to keep them in college and progressing toward degree and/or program completion (e.g., Advisors monitor which program every student is in and how far along the student is

toward completing the program requirements; Students can easily see how far they have come and what they need to do to complete their program; Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track).

**Graph 4 - Progress on implementing the pillar “Help students stay on a path”**

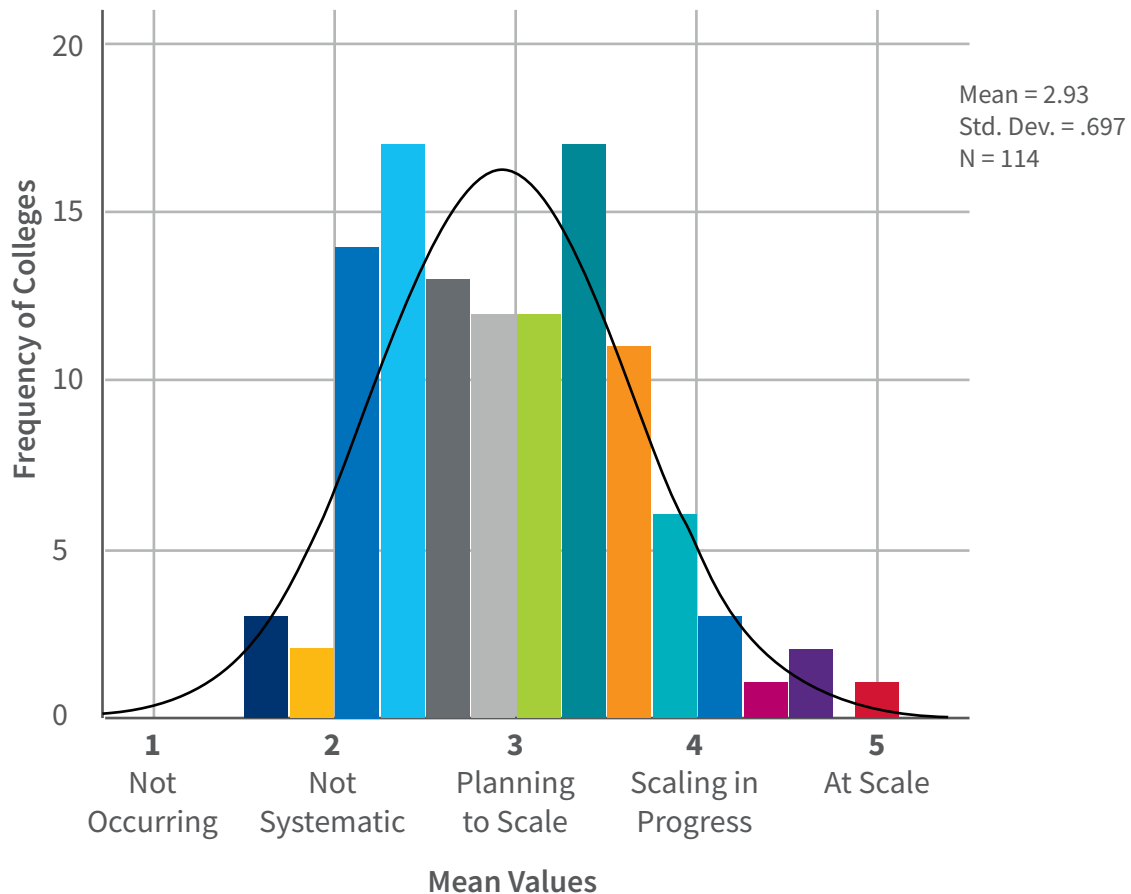
*Colleges are, on average, at the “planning to scale” stage in helping students stay on a path*



Graph 4 illustrates the systemwide progress to date for the “ensure students are learning” pillar, indicating that, on average, colleges are in the “planning to scale” phase (mean score 2.93). This means that colleges are planning to provide tangible programs and policies that evaluate the extent to which students have acquired the knowledge and skills to be successful in their personal and professional lives (e.g., Program learning outcomes are aligned with requirements for success in the further education and employment outcomes targeted by each program; Instruction across programs engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others; Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework).

## Graph 5 - Progress in implementing the pillar “Ensure students are learning”

Colleges are, on average, at the “planning to scale” stage in ensuring students are learning



Appendix A highlights extraordinary achievements at three colleges (Skyline, Lake Tahoe and Modesto), illustrating how each has adopted, designed and implemented specific programs encompassed by the four pillars of the Guided Pathways framework. The progress for each college is listed in detail to show the complexities and comprehensiveness of the programs and policies that are being adopted, designed, and implemented to meet the stated goals of the *Vision for Success*.

## CONCLUSION

The stakes are high in this legacy moment for the California community colleges: with students relying on reforms such as developmental education and financial aid to achieve their goals and the state’s economy relying on the colleges to produce a prepared workforce, the system must ensure that programs and services are as organized, coordinated, and targeted as possible. This type of cohesion, centered on equity, is required to ensure that all students have opportunities to succeed. The Guided Pathways framework is playing a pivotal role in organizing the system’s advance towards its *Vision for Success*.

## APPENDIX A

### HIGHLIGHTS OF COLLEGE PROGRESS IN IMPLEMENTING GUIDED PATHWAYS

This section highlights three California community colleges – Skyline, Lake Tahoe and Modesto -- to illustrate their progress in adopting, designing and organizing programs and policies within the Guided Pathways framework. These three colleges exemplify the transformational change happening throughout the 115 colleges to increase student success, moving the entire system closer to meeting the *Vision for Success* goals.

The first of the three colleges, Skyline College, was highlighted in the 2018 legislative report on Guided Pathways and is included here to demonstrate their progress. Two colleges have been added—Lake Tahoe and Modesto—to demonstrate the great strides being made systemwide to help guide students along their educational journeys with greater efficiency and effectiveness.



Photo: Skyline College

#### Skyline College

##### Background

Skyline College, located in San Bruno, deeply values the diversity of the campus community. This commitment to diversity and equity is driven by institutional, student and community needs and the capacity for faculty and staff to work and serve in the context of shifting demographics and an increasingly sophisticated society full of racial, ethnic, cultural, gender and class dynamics. A multi-year discovery process led to Skyline College implementing a [comprehensive diversity framework](#) in fall 2013, which became the foundation of what is now known on campus as the Comprehensive College Redesign (“the Redesign”).

Through the Redesign, college leaders are examining the institution’s structures, processes and practices to address barriers to student success. Skyline College’s faculty, staff and leaders are committed to better understanding diversity, equity, social justice and excellence, as well as how to activate an ever-broadening set of strategies to improve completion. This includes adopting unwavering commitment to placing students first and adopting innovative pedagogical and student support strategies that question the traditional orthodoxy and align more closely with the communities that Skyline serves. Skyline College is committed to ensuring that the Redesign efforts advance equity, as evidenced by the director of the Guided Pathways and Comprehensive College Redesign being situated within the division of Student Equity and Support Programs.

The Comprehensive Redesign consists of three signature components:

1. **Promise Scholars Program** (modeled after the CUNY ASAP program, which has doubled and tripled 2-year and 3-year completion rates) which provides financial

support through fee waivers, and textbook and transportation assistance as well as dedicated academic counseling.

2. **Guided Pathways & Meta Majors** designed to clarify the path to completion for students and connect majors with careers in a meaningful way, and
3. **Transformative Teaching and Learning** provides professional development and high impact practices for students to connect the learning that they are doing inside of the classroom with lived experiences and career and educational goals.

Starting in 2016, Skyline College adopted a Guided Pathways framework to address persistence, unit accumulation and degree completion. The work began by confronting the brutal facts. Student performance in academic year 2014-15 revealed the following:

1. Persistence: Only about 69% of new Skyline College students entering each fall persisted for one year and returned the following fall.
2. Unit accumulation: On average, Skyline College graduates attempted 99 units and completed 83, though they only need 60 units to earn an associate's degree.
3. Completion: Only 10% of Skyline College students were completing a degree within three years of first enrolling.

Based on the performance indicators, college leaders set out to achieve a new normal that included incorporating and implementing the Guided Pathways framework to address its renewed expectations, including:

1. Using multiple measures of assessment to increase placement rates into transfer-level coursework in math and English for incoming students by 50% by the beginning of the 2017-18 academic year. Skyline College surpassed this goal by increasing transfer-level math and English from 20% to 50%, and 48% to 78%, respectively, for fall 2017.
2. A goal of 75% of Skyline College students will achieve on-time degree and certificate completion, and/or transfer according to their educational goal, by the 2020-21 academic year. Skyline's College Promise: "Get In, Get through, and Graduate...On Time!"

The Redesign has been heavily influenced by the Guided Pathways framework and driven by strong faculty, administrative and staff leadership who are committed to equity and social justice.

## Progress Highlights

Skyline College has made significant progress in adopting, designing and implementing components of Guided Pathways. The following highlights Skyline College's accomplishments and in-process efforts (those "at scale" or "currently scaling") within each of the four Guided Pathways pillars. Skyline College faculty, staff, administration, and students recognized that effective equity efforts must intersect all aspects of the institution; that responsibility for

identifying barriers and transforming structures must be both coordinated and shared; and that shifting this paradigm begins with creating an institutional culture that is reflective, self-knowing, engages a listening stance, and practices critical inquiry. These intersecting practices promote deeper engagement, more innovative approaches, a constantly evolving consciousness, and a greater likelihood for praxis and transformation, thereby setting the foundation for the Comprehensive Redesign and implementation of a Guided Pathways Framework.

The Comprehensive Redesign consists of three signature components:

1. Promise Scholars Program (modeled after the CUNY ASAP program, which has doubled and tripled 2-year and 3-year completion rates) which provides financial support through fee waivers, and textbook and transportation assistance as well as dedicated academic counseling.
2. Guided Pathways & Meta Majors designed to clarify the path to completion for students and connect majors with careers in a meaningful way, and
3. Transformative Teaching and Learning provides professional development and high impact practices for students to connect the learning that they are doing inside of the classroom with lived experiences and career and educational goals.

The above framework illustrates the California Community Colleges support for local contextualization.

### ***Clarify Pathways***

To *clarify pathways* for students, Skyline College organized its degree and certificate programs into Meta Majors, which helps students understand how specific programs and degrees fit into career-focused areas. With the input of Skyline College's community, including current students and local feeder high school students, degrees and certificates were sorted into four Meta Majors based on overlapping course requirements as well as student perception of where they would expect to find specific programs. The college has publicized its Meta Majors by placing them on the college website to increase student exposure and access to this critical information. Additionally, in their initial counseling appointment, students see the four Meta Majors and engage in a conversation with counselors based on the framework in order to simplify the process of choosing a major. Counselors are now specializing in a specific Meta Major to be able to provide specialized support and increased knowledge of the careers included within Meta Majors.

Courses critical for success in each program and degree are mapped out for students to ensure they know which courses to take and in what sequence. This information is accessible on the college's website. Additionally, all students are required to complete a student educational plan. In a current pilot in math courses, counselors are visiting classrooms, scheduling counseling appointments within classes, and helping students complete a SEP as a class requirement. This strategy aims to reach the majority of students early in their educational journey since most pathways recommend math in the first semester.



Finally, as part of the process of clarifying pathways, certain courses are being contextualized to the Meta Major or according to an interdisciplinary theme. For example, the college has aligned math courses to the Meta Majors by identifying math pathways for students within each Meta Major. This helps to clarify courses required to complete each program and/or degree.

### ***Help Students Enter a Pathway***

To help students enter a pathway, Skyline College has designed and implemented several programs, including efforts through which every new student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible. These efforts are implemented through the “Preview Day” and “MyMajors” programs, and are coordinated across campus. After completing the matriculation process and Preview Day experience, students are either onboarded into a particular major or designate as “exploring” if they are still working to choose a major. Exploring students are assigned a career counselor to guide students to a program and degree decision by the end of the first semester.

Job placement coordinators, within the Strong Workforce Program efforts, work with students and local employers to help students link programs and degrees more directly to actual careers and jobs. The latter also involves a “career development benchmark” program to increase student awareness of career options.

The helping to choose domain involves the development and implementation of customized support to work with students in their self-placement and success in Skyline College’s gateway math and English courses. (Note: See also the *Vision for Success* initiative for additional details regarding how the California Community Colleges is proposing to manage enrollment in the gateway math and English courses.)

Specific to Skyline College’s gateway math courses, the college now provides special supports to assist disproportionately impacted or underserved students to succeed by the end of their first year. Additional supports include co-requisites for many of math and English courses to aid in progressing within a student’s programs and degrees, increased staffing for high-demand math tutorial labs and prioritized tutoring, and supplemental instruction to support co-requisite math sections to meet student demand.

Through this work, Skyline College has:

1. Prioritized additional resources in highly enrolled courses with tutoring and supplemental instruction;
2. Increased academic and skill coaching through peer mentoring programs and retention specialists;
3. Coordinated retention specialists and peer mentors with Meta Major counselors and counseling 100-level courses; and
4. Added peer mentors to on-site high school orientations to bridge the transition to college and provide information about support services to incoming students.

In order to increase success in gateway English courses, the college now provides support to assist disproportionately impacted or systematically underserved students to complete by the end of their first year by:

1. Redesigning and implementing English 105 to provide transfer-level English with “*Just in Time*” support for students;
2. Developing and prioritizing additional tutorial and supplemental support for students;
3. Coordinating with the Learning Center and English faculty to support students;
4. Prioritizing tutoring in English to Speakers of Other Languages sections; and
5. Increasing collaboration between the Learning Center and the English department to identify skill gaps to address and prepare academic support services more thoroughly to meet student demand.

Skyline College also works closely with local high schools and other feeder schools to prepare students for college-level coursework through increased concurrent enrollment and increased dual enrollment offerings, placing a high-contact counselor who serves as a liaison within feeder high schools and, consistent with AB705, making significant changes to assessment processes, curriculum and co-requisite course support which has resulted in increases in student access to college-level courses.

### ***Help Students Stay on a Path***

The “keeping on path” domain aims to assist students staying in college by providing additional resources that reduce and/or remove the barriers and obstacles typically encountered which may disrupt their educational journey and force students to drop out temporarily or permanently.

Counselors monitor students’ progress toward completing program requirements through two strategies. The first entails a “Meta Major counseling” model that shifts emphasis away from a general counseling approach to a more individualized approach that underlines consistent guidance. The second involves counseling across a student’s program and a notification process in which “Meta Major” counselors receive ongoing updates on student progress to take appropriate action as soon as possible.

Additionally, Skyline College utilizes the technology program, “Degree Works,” through which students can access their current progress, what they need to do to complete program requirements, and view their educational plan so that all students can assess how far they have come and what they need to do to complete their program and/or degree.

In 2019-20, Skyline College will implement “student success teams” through a collaboration between Student Services and Instruction. Student success teams will consist of instructional and counseling faculty, career and academic support specialists, and peer mentors. These teams will work with each student from the time they first come to campus on Preview Day until they graduate and beyond. Additionally, student success teams will create programming and opportunities within Meta Majors (for example, Preview Day and Meta Major Week) that will build a sense of identity and community within each of the Meta Majors.

Skyline College NOW (nights, online and weekends), a new program designed for working adults, strategically schedules courses to efficiently and effectively accommodate the needs of adult learners. The program includes comprehensive services, mentoring and financial advisement in a cohort-based model. Eight-week, online sessions, enable students to complete coursework on an accelerated academic calendar focusing on one or two courses at a time. The program launches fall 2019 with a degree in Business Administration offered. Future degrees will be developed in this format to offer communication studies, psychology and computer science.

Another example of keeping students on the path is innovative course scheduling intentionally designed to increase student enrollment and completion. For example, the math department has re-envisioned their course scheduling practices to proactively ensure student success by offering varying levels of math courses within the same time periods so that students have opportunity to change courses within the first part of each term. This ensures that students can confirm their math placement level.

### ***Ensure Learning***

The “ensuring learning” domain aims to assess the extent to which students acquire the knowledge and skills necessary to promote achievement through college and beyond.

In recognizing that most of the courses offered are General Education courses, Skyline College has put significant resources into a redesign of General Education to be more cohesive and contextualized to real world themes and big questions. A team of faculty, staff and administrators have undergone a process of redesigning General Education and are currently contextualizing a “bundle” of General Education courses to two themes – 1) Sustainability and 2) Cultural and Ethnic Diversity. At the same time, collegewide discussions are identifying additional themes and working to scale thematic general education as this has the potential for the greatest impact on student learning.

Additionally, Skyline College assesses program learning outcomes with the goal of aligning them to career technical education programs more directly with employment outcomes and providing and encouraging educational opportunities that aim to deepen and broaden students’ knowledge and skills. Specific programs include internships, co-ops, clinical placements, study abroad opportunities, ePortfolio and service learning.

Transformative Teaching and Learning, one of the three signature components of Skyline College’s Comprehensive College Redesign aims to develop experiences for college faculty, staff and administrators which challenge assumptions and encourage a retooling of approaches to best support the current diverse population of students served by the college. These professional development opportunities are offered by the Center for Transformative Teaching and Learning as well as the Equity Institute. Professional development has recently been constructed to holistically approach the Transformative Teaching and Learning aspects of the redesign that are necessary for dramatically increasing student success. This holistic approach offers scaffolded and ongoing engagement opportunities throughout the year via “strands” that contribute to build upon each of the elements of the redesign.

Further evidence of the college’s intentional and deliberate commitment to addressing disproportionately impacted student populations is the development of the following

professional development experiences; Call to Consciousness Lecture Series, The Equity Summit and The Equity Training Series. All of these experiences engage the college community in dialogue and include workshops and trainings facilitated by the nation’s leading educators and advocates in the areas of social justice and educational equity.

The Comprehensive College Redesign, consisting of Transformative Teaching and Learning, the Promise Scholars Program and Meta Majors and Guided Pathways has begun a significant institutional shift in mindset strategically designed to increase completion. This work is grounded in the Comprehensive Diversity Framework and infused with an equity-minded lens that has become a signature foundation for decision-making and leadership at Skyline College. Guided Pathways are an essential piece of the completion agenda, however in order to be truly “student ready,” institutional change has to be comprehensive. The collective community is committed to keeping the “promise” to the Skyline College community that if a student attends this college, they will, “Get in..Get Through...and Graduate..On Time!



Photo: Lake Tahoe Community College

## Lake Tahoe Community College

### *Progress highlights*

Similar to Skyline and Mt. San Antonio colleges, Lake Tahoe Community College has made significant progress in adopting, designing and implementing components of Guided Pathways. (Note: To streamline the number of accomplishments and in-process efforts listed, only those accomplishments and efforts that are currently “at scale” or “scaling in progress” are included; see Lake Tahoe Community College Scale of Adoption application for more details.)

### *Clarify Pathways*

To clarify and increase students’ understanding of the range of program and degree options offered by Lake Tahoe Community College, programs have been organized and are being marketed to students into five “Meta Majors” that cluster them into meaningful units (e.g., arts, languages and humanities; business, hospitality and industry; health and public safety; society, culture and education; and science, technology and environment).



This fall, the Coyote Kick-Off college open house during convocation is organized around Meta Majors, interest exploration, and career opportunities through the partnership with Advance (Adult Education) and the Tahoe Prosperity Center with [Tahoe Career Connect](http://Tahoe Career Connect), [tahocareerconnect.org](http://tahocareerconnect.org).

Required math courses are aligned with specific programs and degrees. The college is now addressing AB705 requirements in terms of guided self-placement, a focus on appropriate and timely completion of relevant math (and English courses) and alignment of math courses with students' education goals. Meta Majors have been designed with coordination of math requirements across programs, degrees and degree pathways.

Additional efforts to address AB705 requirements have included the development of a cross-walk of math course alignment between the local high school and the college, the development of a pre-statistics course being offered this fall for students seeking to fulfill their math requirement with statistics, and focused support for students through the new Lake Tahoe Promise Program first-year experience course and embedded tutoring in some English and math sections.

### ***Help Students Enter a Pathway***

To help students choose and progress through a program or a degree, Lake Tahoe Community College has established special supports that provide assistance and resources to academically underprepared students so they are more likely to succeed in the gateway English courses by the end of their first year. Specific examples of the types of programs that have been developed and implemented include:

1. The college has been an active member of the California Acceleration Project for English and has moved to scaffold accelerated learning in English to promote student progress through the English requirements;
2. All non-transferable, non-degree applicable English courses below English 101 (transfer level) are inactivated to promote student progress through the English requirements;
3. An accelerated English 152 course (pre-college level, degree-applicable English) has been developed to promote student progress through the English requirements;
4. English faculty seek and provide professional development related to effective teaching practices around accelerated English pedagogies to provide additional support for English faculty;
5. A support course for English 152 has been established to help underprepared students to succeed in meeting and moving through the English requirements;
6. A support course for English 101 has been established to prepare students who enroll directly in English 101; and
7. The college supports a designated Writing Center in the Library & Learning Services Center staffed by current and former student peer tutors and adjunct writing instructors to provide one-on-one support to students who may need additional assistance in meeting the English requirements.

***Registering for classes and getting an education at LTCC should be as clear and easy to see through as the waters of Lake Tahoe.***



Additionally, Lake Tahoe Community College works with local high schools and other feeder schools to prepare students for college-level coursework. Specific examples include:

1. The college works closely with the unified school district in South Lake Tahoe and together they have established Dual Enrollment and Concurrent Enrollment programs;
2. Currently, all South Tahoe high school students are enrolled in a course at their high school that features the “Get Focus, Stay Focused” curriculum to promote pro-active decision-making; they earn five college credits as they get help in developing a 10-year educational and career plan, which is revised yearly through an additional 1.5 unit course as the students progress;
3. In collaboration with local school districts, the college is working on the development of a “4+1” pathway to high school graduation and an associates in arts degree, which has so far resulted in the creation of additional dual enrollment or concurrent enrollment courses (e.g., Psychology 101, Dental Assisting, Sports Medicine and Digital Media Arts), and is planning for future general education dual enrolled courses;
4. The college brings high school students (as well as elementary and middle school students) to campus to see its facilities as a way of introducing students to the possibility of attending college and for educational opportunities; and
5. The college moved from four individual quarterly schedules to a combined summer/fall schedule to register high school seniors for courses during the Annual Seniors’ Day program in May and is moving toward a winter/spring combined schedule to facilitate future registration.

### ***Help Students Stay on a Path***

To keep students on path, Lake Tahoe Community College has made some notable paradigm shifts in scheduling practices to prioritize schedules that ensure students can take the courses they need when they need them, allowing students to plan their lives around school from one term to the next. As this scheduling continues to be perfected, students are more able complete their programs in as short a time as possible through:

1. A Strategic Enrollment Management program (“Tahoe Clear”) implemented by a cross-functional team that includes faculty, counselors, administrators, staff, and department leads. As a result, the college has restructured the way that it creates course schedules (e.g., the college has established and implemented a combined summer/fall schedule with a winter/spring combined schedule to follow) to maintain flexibility and options for students but also to ensure that the schedule allows students to complete their educational goals in a timely manner;
2. Adopting a new philosophy of course scheduling that embraces a “Students First” approach that was informed by enrollment data and course history and overlaid with a campuswide perspective that takes into account general education patterns,

established pathways, modalities, times, days and potential conflicts to define overall patterns of enrollment;

3. Implementing an internal process through which administrators, faculty, and staff meet to establish course schedules over several terms, adding an efficient and effective data visualization dashboard in Tableau that allows for enrollment and scheduling analysis (including reflection on general education areas, the requirements of degrees and certificates and a 3-year projected schedule); and
4. Establishing a procedure to determine which courses to cancel prior to the beginning of a term, which includes counselors and the use of reports identifying the potential impact of cancellation on student completion, to assure that students have flexibility and guidance in managing their schedules.

Additionally, the Lake Tahoe College Promise is being developed and implemented to help students “earn a degree tuition free.” The program offers free tuition for three years of full-time enrollment for all first-time college students who are California residents and Dreamers as well as all Nevada residents and Dreamers in the Tahoe Basin. The program is designed to support students with textbook support, priority registration, free public transportation, a dedicated counselor, a first-year experience course, and a peer mentor associated with each Meta Major, among other support services and activities.



*While a free year of college was a good deal, we recognized how powerful it could be for our community to move to a three-year Promise program. That's enough time to actually earn a college degree in, and having that in hand hugely expands your opportunities over the course of your life. That's a gamechanger.*

*— Bob Novasei, LTCC Foundation Board President*

### ***Ensure Learning***

To ensure that students are acquiring the knowledge and skills necessary to achieve and be successful in college and beyond, Lake Tahoe Community College has developed and implemented programs and policies that aim to improve teaching and learning through program review, professional development, and other intentional campus efforts such as:

1. Annual and comprehensive program reviews that include the consideration of learning and service area outcomes, resulting in program recommendations for continuing improvements;

2. Annual unit plans, budget processes and resource allocations that are linked to the consideration of outcome assessments and needs identified for improvement;
3. Assessments that have been imported to eLumen, which serves to standardize the process; and
4. Professional development opportunities, including four days of all-faculty training every year, an active Guided Pathways cross-functional work team including faculty, student services workshops and retreats around Guided Pathways, and sabbaticals that are approved through a process that requires consideration of the results relevant to learning outcomes.



*Photo: Modesto Junior College*

## Modesto Junior College

### ***Progress highlights***

Consistent with the above three colleges, Modesto Junior College has also made significant progress in adopting, designing and implementing components of Guided Pathways. (Note: To streamline the number of accomplishments and in-process efforts listed, only those accomplishments and efforts that are currently “at scale” or “scaling in progress” are included; see Modesto College Scale of adoption application for more details.)

### ***Clarify Pathways***

Working within the Guided Pathways framework, Modesto Junior College has clarified its enrollment process and program and degree requirements by organizing its program and degree offerings into “meta-majors.” This process included sorting programs and degrees into Schools. Some programs required enhanced mapping to assist students in navigating program and degree requirements. The college also has identified two sets of “Flexible 15” units representing courses that are degree applicable across degrees within each School. If a student is undecided within a school, each set of flexible 15 units will directly apply to any major the student chooses after seeing a counselor, thus decreasing the number of units to completion while allowing the student to explore.

Additionally, every program at the college is designed by discipline experts, counseling faculty, and Success Specialists to guide and prepare students for educational opportunities that lead to careers and employment. The college has also implemented professional development to create program profiles and maps to assist students in navigating program requirements.

To provide additional support for program and degree mapping, detailed information is provided on the college’s website regarding employment and educational opportunities to assist students in making decisions about programs, degrees and careers. Career and salary



information for specific programs (e.g., nursing, business, administration and CTE programs) is presented on the college’s website within the Career Services Center and CTE programs menu options.

Finally, the gateway math courses have been aligned with AB705 requirements, and the math courses are common to every program within each School.

### ***Help Students Enter a Pathway***

To help students choose a program or degree path, Modesto Junior College has put in place an array of programs and policies that make program and degree selection easier and more accessible. Now every new student gets help in exploring career/college options, choosing a program of study and developing a degree program plan as soon possible through programs that have increased the college’s attention to advising accessibility (e.g., Pathways Centers) and access to education and career planning (e.g., “First Time in College” and “Guidance Courses”). The college has increased the number of success specialists to provide more access to and assistance with core services and student on-boarding (e.g., financial aid, purchasing books, multiple measures and course placement, guided self-placement, student email services, registration, career/college options and programs of study). The increased number of counselors through the Student Success and Support program fund guides undecided students into a program or degree. As Modesto Junior College has moved into Schools, each school has a designated team of counselors and success specialists assigned to the students enrolled in that School. This allows for a cohort model approach, providing efficiencies where possible and maximizing student contact time.

Additionally, special supports have been developed and implemented to help academically underprepared students to succeed in the college’s gateway math and English courses by the end of their first year, including:

1. Passing curriculum revisions through review committees to ensure appropriate and relevant design to assist underprepared students to succeed;
2. Designing supports (e.g. SI, Embedded Tutoring, extended Learning Center support, Online tutoring, etc.) for underprepared students that promote learning throughout the educational journey;
3. Reconceiving what it means to support underprepared students to meet their specific needs more completely, and
4. Increasing availability of non-credit modules for underprepared students in the “Math Emporium” program to provide just-in-time math remediation.

Newly redesigned accelerated and enhanced courses, developed in response to AB705, concentrate on developing the Affective Domain while offering instruction in the core content. By emphasizing the education of the whole mind, students are taught how to be successful students. Through the implementation of Hobson’s Starfish program, there is also coordination between counseling faculty and classroom faculty, which serves to promote student success and completion.

### ***Help Students Stay on a Path***

In support of keeping students on the path, Modesto Junior College monitors which programs students are enrolled in and their progress toward completing program requirements. Hobson's Starfish program and special programs such as TRIO, DSPS and EOPS are models of success in this area and are examples that the institution is scaling. Specific degree programs (e.g., nursing) have initiated an "intense advising" approach in which faculty and students are in continual conversations about student progress, success and degree program completion. Counseling and instructional faculty provide one-on-one support and guidance to motivate students. The college has also implemented a Cohort Counselors program to monitor student progress.

Additionally, advisers and students now receive alerts when students are at risk of straying from their program plans. These alerts allow counselors and success specialists to intervene in ways that help students get back on track. These include such tools as Starfish's Early Alert program that communicates directly to students about their progress, as well as providing faculty the ability to "raise a flag" in the "Early Alert" system if the faculty member determines a student needs assistance. These special programs monitor student progress using biweekly grade checks. The feedback can also be positive. Faculty and success specialists can give students "kudos" through the Starfish system, letting students know they are doing well.

Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to a more viable educational path and career through a reorganization of all programs into "schools". This reorganization helps to monitor demand and provides student access to limited-access areas and programs by identifying students who are pursuing specific limited-access programs (e.g., nursing) but who may be unlikely to be accepted into the program due to limiting factors. Embedded counselors and success specialists in academic divisions and schools increase student access to these services and provide assistance to students who demonstrate need, and by hosting career options meetings, students explore program and career options that may better serve them.

### ***Ensure Learning***

To ensure students are acquiring the knowledge and skills that are needed to be successful, Modesto Junior College has developed and implemented opportunities across programs to engage students in active and applied learning. These active learning opportunities encourage students to think critically, solve meaningful problems, and work and communicate effectively with others. These programs include implementing Student Success Skills and Affective Domain concepts within the curriculum of accelerated courses in English and in co-requisite courses for English and math, establishing "Learning Communities" to enhance learning for students who traditionally need or may need additional assistance (e.g., UMOJA, Comunidad and for Student Athletes), and establishing non-credit courses for math (e.g., Math Emporium) and English.

Faculty assess courses and programs with the goal of determining if students are mastering learning outcomes and building career competencies. Through increased professional development that addresses student and program assessment as well as the use of eLumen, faculty are becoming more adept at perfecting courses and programs using outcomes assessment data. The campus has an aspirational goal of full-scale, meaningful assessment

that identifies opportunities, compares progress to benchmarks, and resets targets all in the interest of student success.



Front cover photo: Citrus College graduates

Photo at right: Irvine Valley College

Back cover photo: Chabot College graduates



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