



2021-23 REPORT

Guided Pathways

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

March 5, 2025

Secretary of the Senate
Erika Contreras
State Capitol, Room 305
Sacramento, CA 95814

RE: Guided Pathways Grant Report for Fiscal Years 2021-2023

Dear Secretary Contreras.

Pursuant to California Education Code 88922 and Assembly Bill 231, the California Community Colleges Chancellor's Office and the Board of Governors for California Community Colleges are pleased to release the Guided Pathways Grant Report for Fiscal Years 2021-2023.

This report includes a summary of the California community colleges' progress in implementing its Guided Pathways workplan, how colleges engage in students in guided pathways activities and practices, and the college's alignment of course offerings with student education plans.

For any questions regarding this report, please contact James E. Todd, Assistant Vice Chancellor for Educational Services and Support, at jtodd@cccco.edu.

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian".

Sonya Christian, Chancellor

Enclosure: Report

CC:
Sue Parker, Chief Clerk of the Assembly
Office of Legislative Counsel
Department of Finance

2021-23 GUIDED PATHWAYS GRANT REPORT

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

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EXECUTIVE SUMMARY

The Legislature established the Guided Pathways Grant Program (Guided Pathways) in 2017 to support the California Community College's adoption of the Guided Pathways framework. The Guided Pathways framework is a national model for reimagining and reorganizing postsecondary institutions to improve long-standing challenges in completion, retention, and student support. Pursuant to Education Code § 88921, the goals of Guided Pathways are:

- Integrating existing student success programs and services;
- Building capacity at community colleges for data analysis, leadership, planning, and implementation to drive institutional change;
- Developing well-structured, coherent guided pathways for all incoming students to improve student outcomes, reduce time to degree, and increase access to high-paying jobs.

The 2017-18 State Budget included \$150 million in one-time funds to implement Guided Pathways. The Chancellor's Office disbursed the funds over five years to ensure colleges integrated the Guided Pathways framework into their structures and practices. The 2021-22 budget allocated an additional \$50 million in one-time funding to support the continued implementation of Guided Pathways and its integration with five other student success programs: Student Equity and Achievement (SEA) Program, Associate Degree for Transfer (ADT) Program, Zero Textbook Cost (ZTC) Program, California Adult Education Program (CAEP), and Strong Workforce Program. This report includes information on college progress for the 2021-22 and 2022-23 academic years to adhere to the 2017-18 and 2021-22 state budget reporting requirements, respectively.

KEY FINDINGS

- **Progress Towards Implementation.** During the academic year 2021-22, colleges reported making progress across all four Guided Pathways Pillars: Clarify the Path, Get on Path, Stay on Path, and Ensure Learning. Notably, the most significant advancements were observed in the Clarify the Path and Get on Path pillars.
- **Progress Towards Integration.** Colleges are actively integrating Guided Pathways into all five student success programs. For the academic year 2022-23, colleges reported the most considerable progress in integrating Guided Pathways with the ADT Program and SEA Program.
- **Student Engagement in Guided Pathways Efforts.** Colleges engage students in different ways throughout the planning and implementation process. Many colleges reported that student engagement is facilitated through participation on committees.
- **Course Alignment with Student Education Plans.** Colleges use various methods to align their courses with student education plans, primarily relying on software tools and program mapping. Some colleges also rely on collaboration between counselors and faculty to ensure course alignment.

INTRODUCTION

The California Community Colleges is the largest higher education system in the nation, serving 2 million students in communities throughout the state. California’s 116 community colleges serve the most diverse student population of any California higher education system, and as such, are uniquely positioned to help residents of all backgrounds improve their social and economic mobility and build a better future for themselves, their communities, and the state. The California Community Colleges is a critical partner in achieving California’s higher education priorities by supporting baccalaureate degree attainment through transfer to four-year institutions—annually transferring 80,000 students and offering Baccalaureate Degree Programs—and to meeting its workforce needs by providing opportunities for upskilling and workforce preparation for all Californians.

Building on the foundation of the Vision for Success (2017) and the Governor’s Roadmap (2022), Vision 2030 reinforces the importance of equitable access, support and success while bringing to the forefront equitable socioeconomic mobility for historically underserved communities by proactively taking college to learners wherever they are. As a future-looking plan that charts a new frontier while addressing current challenges, Vision 2030 guides field practice, fosters policy reform, and supports college innovation and implementation. In alignment with Vision 2030, the Guided Pathways framework serves as a fundamental tool for meeting the goals of equity in access, equity in support, and equity in success. Guided Pathways supports Vision 2030 by offering clear, coherent educational pathways that help students navigate their academic journey more effectively. Guided Pathways¹ advances Vision 2030 by providing a structured approach to student success and achievement.

Guided Pathways was established in the 2017-18 State Budget to support California Community College’s effort to redesign instructional delivery, student support, and administrative services comprehensively to advance student success. To further advance the implementation of Guided Pathways, the 2021-22 State Budget provided a one-time allocation of \$50 million. Both the 2017-18 and 2021-22 budgets include reporting requirements, and this report fulfills those requirements by reporting on college progress for the 2021-22 and 2022-23 academic years, respectively. Additionally, the report details how colleges engaged students in Guided Pathways activities and aligned course offerings with student education plans. Lastly, this report includes examples from the field that highlight the cumulative impact of Guided Pathways from 2017 to now.

BACKGROUND: THE GUIDED PATHWAYS FRAMEWORK

Guided Pathways was modeled after the Guided Pathways framework (framework), a national framework for reimagining and reorganizing postsecondary institutions to improve long-standing challenges in completion, retention, and student support. The premise for this framework is that improving student success and narrowing completion gaps requires coordination and alignment across student success initiatives and practices. More specifically, the framework calls for a redesign of instruction, educational programs, and support services to create clear pathways for students with integrated student support. The

1 California Community College Guided Pathways Grant Program, Cal. Education Code § 88921.
https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88921&lawCode=EDC

national framework is organized around four “pillars,” which are:

Pillar 1: Clarify Pathways for Students. Students can explore clear program pathways to employment and future education. Clearly mapped programs help students set goals and understand time frames to achieve them. Colleges map programs that align with current and future regional employment needs and establish transfer pathways through the alignment with transfer institutions’ courses and expected learning outcomes.

Pillar 2: Help Students Choose and Enter a Pathway. Students take courses relevant to their program of study that count towards their degree or credential to minimize extra courses and time. Colleges redesign traditional remediation to ensure students receive equitable course placement and support services.

Pillar 3: Help Students Stay on Their Path. Students get the support they need to stay on track through proactive outreach, integrated learning support, and holistic services. Students have resources to monitor their progress and access counseling and advising. Colleges provide proactive and intentional academic and career advising, and responsive student tracking systems align with specific interventions to ensure students stay on track, persist, and progress.

Pillar 4: Ensure Learning Is Happening with Intentional Outcomes. Student learning aligns with student interests and employer expectations. Colleges use data, analytics, and other college systems to track student learning and signal when instructional support and co-curricular activities are needed.

GUIDED PATHWAYS OVERVIEW

In 2017, the Legislature and Administration established the California Community Colleges Guided Pathways to support community college adoption of the Guided Pathways framework. The goals of Guided Pathways, outlined in Education Code § 88921, are as follows:

- Integrating existing student success programs and services;
- Building capacity at community colleges for data analysis, leadership, planning, and implementation to drive institutional change;
- Developing well-structured, coherent guided pathways for all incoming students to improve student outcomes, reduce time to degree, and increase access to high-paying jobs.

PROGRAM FUNDING

The 2017-18 State Budget included \$150 million in one-time funds to implement Guided Pathways. Of these funds, \$135 million were distributed to colleges based on the following criteria: 35% according to total full-time equivalent students (FTES); 45% based on total number of Pell Grants awarded; and 20% through equal distribution. This allocation was disbursed over five years—25% in Year 1, 30% in Year 2, 25% in Year 3, 10% in Year 4, and 10% in Year 5. The remaining \$15 million was utilized by the California Community Colleges Chancellor’s Office (Chancellor’s Office) to provide professional development to colleges,

support data collection and reporting, and establish and maintain statewide strategic partnerships in support of Guided Pathways.

The 2021-22 budget allocated \$50 million in one-time funding to support the continued implementation of Guided Pathways. This investment focused on three priorities: 1) implementing system equity priorities with fidelity; 2) prioritizing teaching and learning; and 3) promoting continuous improvement informed by Key Performance Indicators (KPIs). The Chancellor’s Office distributed \$47.5 million of these funds in three phases to ensure colleges integrate the Guided Pathways framework into their structures and practices. The other \$2.5 million was utilized by the Chancellor’s Office for statewide assistance and programmatic support for the implementation of Guided Pathways.

As a condition of receiving those funds, Per Education Code 88922 the Chancellor’s Office must submit a report to the legislature providing insight into college progress. This report satisfies the reporting requirements by analyzing the implementation progress of Guided Pathways in colleges. More specifically, this report includes:

- A summary of college progress towards implementation using the Scale of Adoption Assessment.
- A summary of college implementation practices for the 2021–22 academic year.
- A summary of colleges’ integration efforts with other student success programs for the 2022-23 academic year.
- A summary of how colleges have engaged students in Guided Pathways activities and practices.
- A summary of colleges’ efforts to align course offerings with student education plans.
- Examples from the field which showcase the impact of Guided Pathways over the years.

PROGRESS TOWARDS IMPLEMENTATION

Each year, from 2017 to 2022, colleges used the Scale of Adoption Assessment (SOAA) tool to self-assess their Guided Pathways implementation progress and submit a report to the Chancellor’s Office.

The Guided Pathways framework includes 21 practices grouped across the four pillars. Each pillar contains four to six practices (see Appendix A). The SOAA tool asks colleges to assess the extent to which they have implemented each practice across the four Guided Pathways pillars. This report includes the SOAA for the fifth and final year of funding (2021-22); for information on previous years, please refer to previous legislative reports.

The SOAA tool uses a five-point scale ranging from “Not Occurring” to “At Scale”, where “Not Occurring” is valued as one and “At Scale” is valued as five (see Table 1). In the 2021-22 academic year, 115 colleges submitted their SOAA to the Chancellor’s Office.

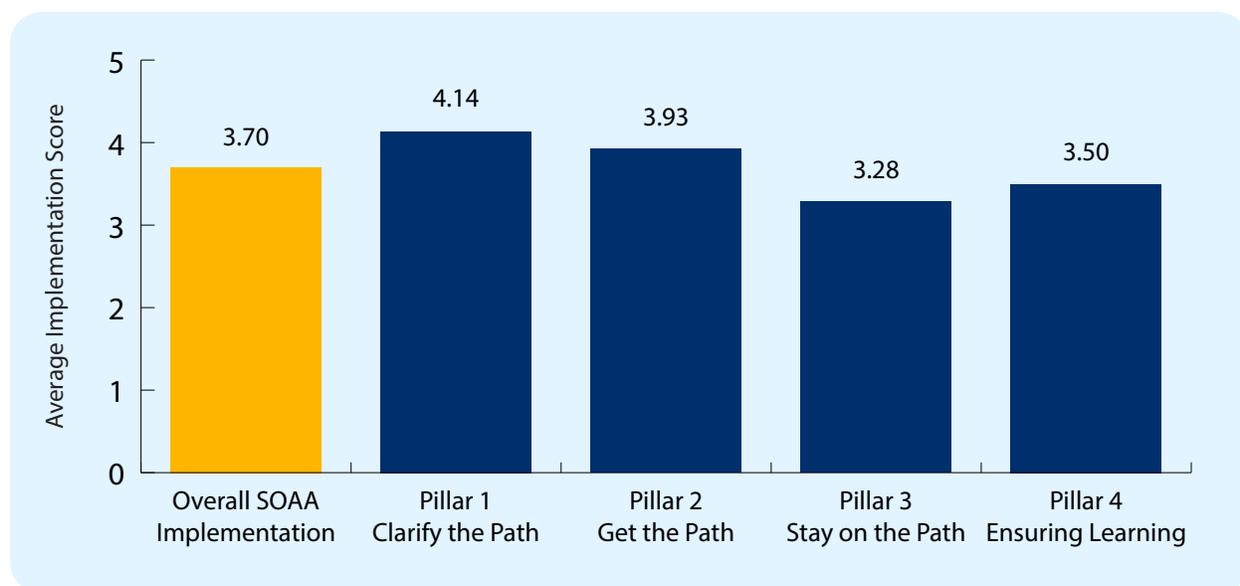
Table 1: Guided Pathways SOAA Metrics and Definitions

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 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.

SCALE OF ADOPTION COLLEGE PROGRESS

This section shows systemwide averages by pillar, grouped by their related practices (see Figure 1). For more detailed data by pillar and practice, refer to Appendix B, Figures 5-8, which display the systemwide average results for each Guided Pathways pillar and practice. In the 2021-22 academic year, the system’s overall progress across all pillars was an average score of 3.70. This indicates that, collectively, Guided Pathways efforts across the state are moving from planning to implement to implementing practices for all students (see Figure 1). However, there is some SOAA variation across the pillars. Collectively, the system is in progress of scaling efforts for all students for the Clarify the Path and Get on the Path pillars but are still planning to scale and implement their plans for the Stay on the Path and Ensuring Learning pillars.

Figure 1: Average Systemwide 2021-22 Guided Pathways Implementation Progress Scores



IMPLEMENTATION BY REGION

The SOAA shows that implementation varies by region. Both Central/Mother Lode and Inland Empire/Desert regions’ overall Guided Pathways implementation activities are at “Scaling in Progress”, 3.94 and 3.84, respectively (see Table 2). These regions report “Scaling in Progress” for Pillars 1 and 2. While the San Diego/Imperial Counties region overall is also in the “Planning to Scale” stage (3.21), its Pillar 3 practices are in the “Not Systematic” stage (2.53). In addition, the Los Angeles/Orange County, Central/Mother Lode, and South Central Coast regions have the highest scores for Pilla 1 Clarify the Path. The North/Far North and Central/Mother Lode regions have the highest scores for Pillar 2 Get on Path, meaning those efforts are beginning to scale. The Central/Mother Lode and Inland Empire/Desert regions have the highest scores for Pillars 3 and 4, Stay on Path and Ensuring Learning. The SOAA was also conducted by micro region for the 2021-22 academic year. The micro regions’ averages by pillar can be found in Appendix C, Table 3.

Table 2: Scale of Adoption Assessment by Macro Region

Macro Region	# of Colleges	Pillar 1 Clarify the Path	Pillar 2 Get on the Path	Pillar 3 Stay on the Path	Pillar 4 Ensuring Learning	Overall
Bay Area	28	4.04	3.95	3.18	3.55	3.68
Central/Mother Lode	15	4.36	4.07	3.65	3.74	3.94
Inland Empire/ Desert	12	4.10	4.04	3.67	3.62	3.84
Los Angeles/ Orange County	28	4.38	3.86	3.22	3.42	3.70
North/Far North	15	3.88	4.08	3.51	3.37	3.70
San Diego/ Imperial Counties	9	3.64	3.52	2.53	3.11	3.21
South Central Coast	8	4.30	3.83	3.03	3.61	3.69
MIN	8	3.64	3.52	2.53	3.11	3.21
MAX	28	4.38	4.08	3.67	3.74	3.94

COMMON INSTITUTIONAL PRACTICES BY GUIDED PATHWAYS PILLARS

In addition to using the SOAA tool to self-assess their Guided Pathways implementation progress, colleges reported on the various practices they use to implement Guided Pathways across the four pillars as well as area for continuous improvement. Below are common institutional practices for each pillar. Colleges also identified areas for continuous improvement by pillar (see Appendix E). Continuous improvement is essential for sustaining

Guided Pathways efforts, and colleges are working hard to ensure they continue these efforts after funding ends.

PILLAR 1 – CLARIFY THE PATH

- Coordination among Guided Pathways committees and math and English departments to integrate math and English courses into program maps.
- Developing program-specific math and English courses in alignment with AB 705.
- Evaluating meta majors to align program maps with transfer requirements.
- Branding and marketing meta majors, specifically for K-12 student outreach.
- Simplifying matriculation by integrating meta majors into CCCApply.
- Creating a new website for meta majors with an integrated career development platform.

PILLAR 2 – GET ON THE PATH

- Forming partnerships between college counselors, high school counselors, and orientation services staff to support student matriculation.
- Making structural changes to how programs and student support services are offered to ensure students have access.
- Developing new instructional support courses, learning assistance programs, and/or embed tutoring for math and English courses.
- Offering students state and federally funded support programs, (e.g., Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Next Up, and TRIO).
- Expanding Dual Enrollment participation by increasing K-12 outreach and events and creating summer bridge programs.
- Implementing student success teams to support the application of meta majors and provide students with wraparound services.
- Developing career exploration courses for undecided students.

PILLAR 3 – STAY ON THE PATH

- Embedding career counseling into coursework.
- Implementing flexible course scheduling, including hybrid and online course options.
- Using new course scheduling and registration software like InSite and Banner.

- Developing exploratory pathways for undecided students and students not accepted into limited-access programs, such as nursing and veterinary technician.
- Utilizing user-friendly technology tools for students to monitor their progress, such as program mapper, Starfish, and DegreeWorks.
- Conducting degree audits to monitor student academic progress.
- Embedding clinical placements in allied health programs.
- Increasing collaboration between faculty and counselors to help students stay on their chosen path.
- Making program maps more flexible to accommodate students' changing majors.
- Implementing early interventions to support proactive case management to ensure students receive immediate support through using a new early alert warning software.

PILLAR 4 – ENSURE LEARNING

- Aligning program learning outcomes with employer workforce needs.
- Deploying the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) and using the survey results to develop professional development for equitable teaching practices and culturally relevant pedagogy.
- Creating learning assessment committees and ensuring faculty participation.
- Developing equity-minded professional development for faculty on topics such as culturally relevant pedagogy, data disaggregation by race and gender, and social-emotional learning practices.
- Embedding applied learning teaching practices and opportunities for students in the classroom.
- Offering cooperative work experience (CWE) and internships to support students' academic and career pathways in fields important to local workforce needs.
- Fostering partnerships between career counselors and staff from academic support programs like MESA and STEM to aid student career development.
- Organizing more career-focused student events such as job fairs, internship fairs, and mock interviews conducted by local employers.
- Developing community partnerships with local employers to support student employment opportunities.
- Launching online career services platforms for jobs, internships, resumes, and portfolio resources.

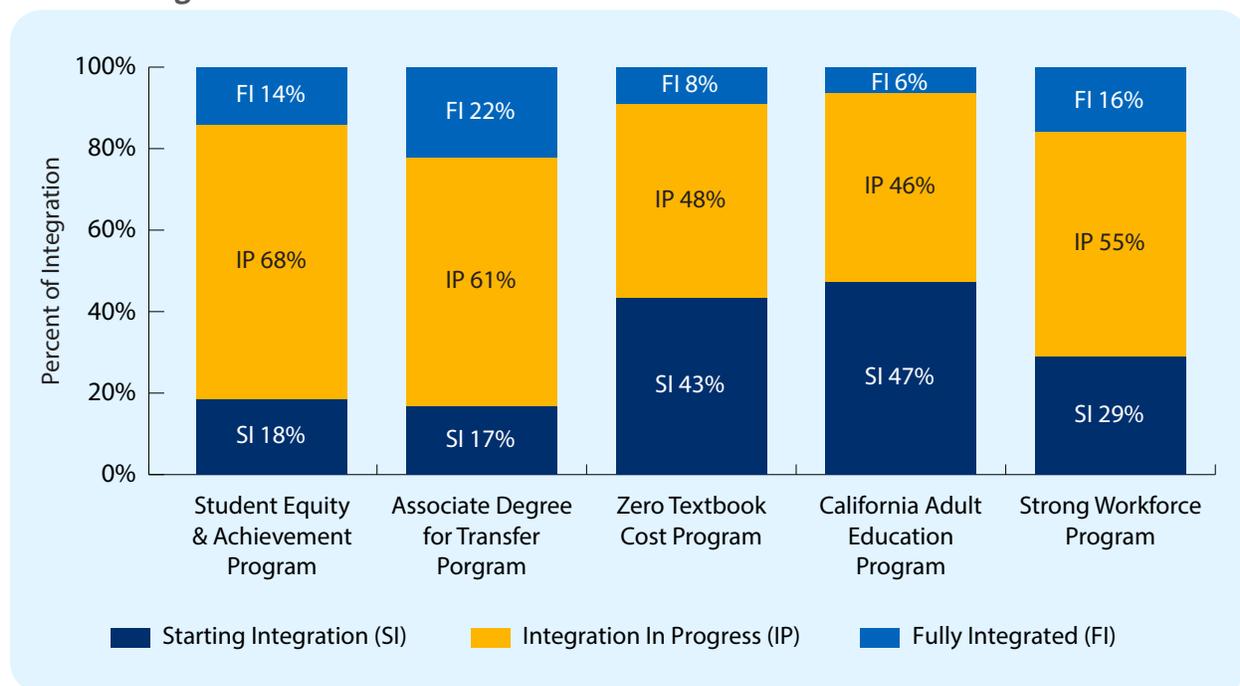
PROGRESS TOWARDS INTEGRATION

For the 2022-23 academic year, the Chancellor’s Office introduced a revamped Guided Pathways Work Plan Template – a tool for college planning that reinforces the system’s commitment to institutional change for the purpose of improving student outcomes, closing equity gaps, and identifying and eliminating student friction points. The new template required colleges to develop comprehensive work plans that integrate with other institutional efforts, including the 2022-25 Student Equity Plan, the most recent Guided Pathways SOAA, and other holistic support services and equity initiatives. The Work Plan Template had two focus areas: (1) metric-centered planning aligned with colleges’ Student Equity Plans, and (2) integrating Guided Pathways elements across campus programs. Colleges were asked to describe their progress integrating Guided Pathways with five student success programs using the following scale: (1) Starting Integration, (2) Integration in Progress, or (3) Fully Integrated. A total of 114 colleges reported on their integration process; however, integration data for the Associate Degree for Transfer (ADT) and Zero Textbook Cost (ZTC) programs had one missing response each. This section provides systemwide findings for the level of college progress of integrating Guided Pathways with other student success programs. For a summary of each college’s progress in implementing its Guided Pathways Workplan, please see Appendix E.

INTEGRATION ACROSS SUCCESS PROGRAMS

The ADT program had the highest level of integration among the five student success programs, with 22% of colleges reporting full integration and 61% indicating that integration was in progress (see Figure 2). For the SEA Program and SWP, 68% and 55% of colleges showed integration was in progress, respectively. Slightly more colleges reached full integration for the SWP than the SEA program, but there is a higher level of integration for SEA overall. The ZTC Program and CAEP had the lowest level of integration, with 43% and 47% of colleges indicating they were starting integration, respectively. Still, significant momentum has been made as over 50% of colleges reported integration was either in progress or completed for both ZTC and CAEP. For a summary of each college’s progress in integrating Guided Pathways into existing Student Success Programs, please see Appendix E.

Figure 2: Colleges’ Level of Progress Integrating Guided Pathways with Other Student Success Programs



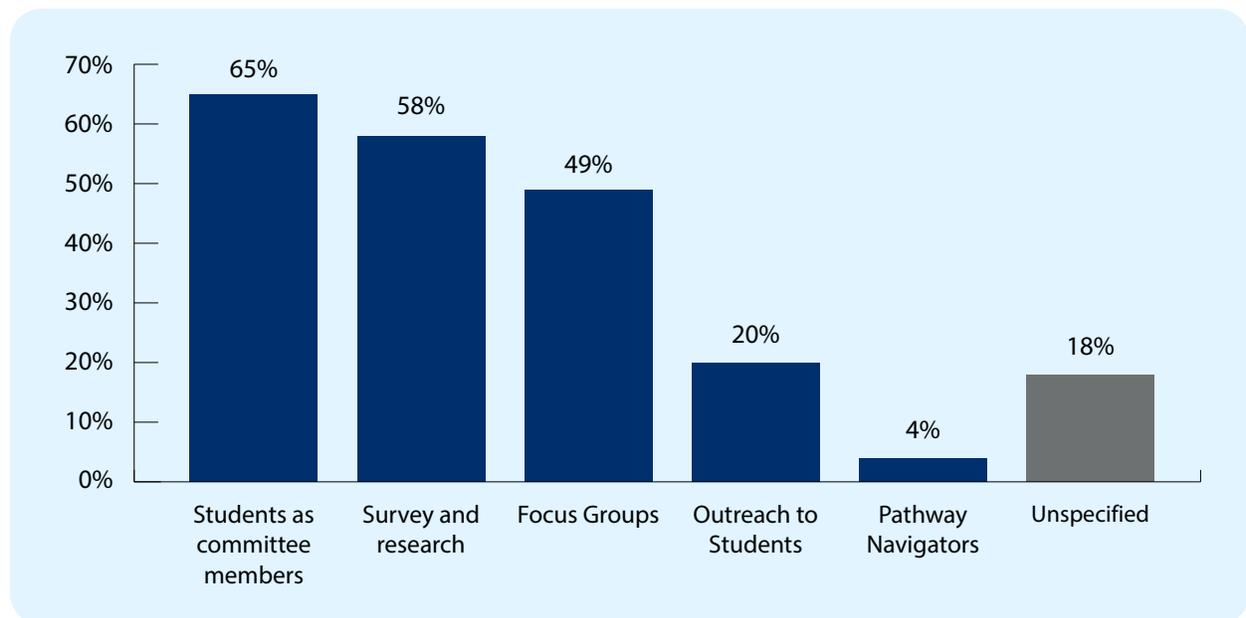
STUDENT ENGAGEMENT AND EDUCATION PLANNING

Colleges actively involved students in multiple ways to ensure that Guided Pathways activities and resources were accessible, aligned with their educational goals, and were designed with their needs in mind. Moreover, to make degree pathways clearer to students, colleges worked to align their course offerings with student education plans. Student education plans provide clear course sequencing and are critical for ensuring timely student certificate and degree completion. By aligning course offerings with student education plans, colleges ensure that students have access to the courses they need when they need them. As part of the SOAA work plan, colleges detailed their ongoing efforts and plans for student engagement and alignment between course offerings and student education plans. This section of the report includes systemwide common themes for these two areas for the 114 colleges that submitted this information. For a summary of each college’s progress on student engagement with Guided Pathways and course alignment with student education plans, please see Appendix E.

SUMMARY OF STUDENT ENGAGEMENT

Out of 114 colleges, over a majority (65%) engaged students by including them on committees (see Figure 3). Student feedback was garnered through research activities such as interviews and focus groups. Twenty percent of colleges conducted direct outreach to students. Interestingly, four colleges (4%) relied on students or staff to be pathway navigators who assisted students. About 18% of responses did not specify activities or actions taken.

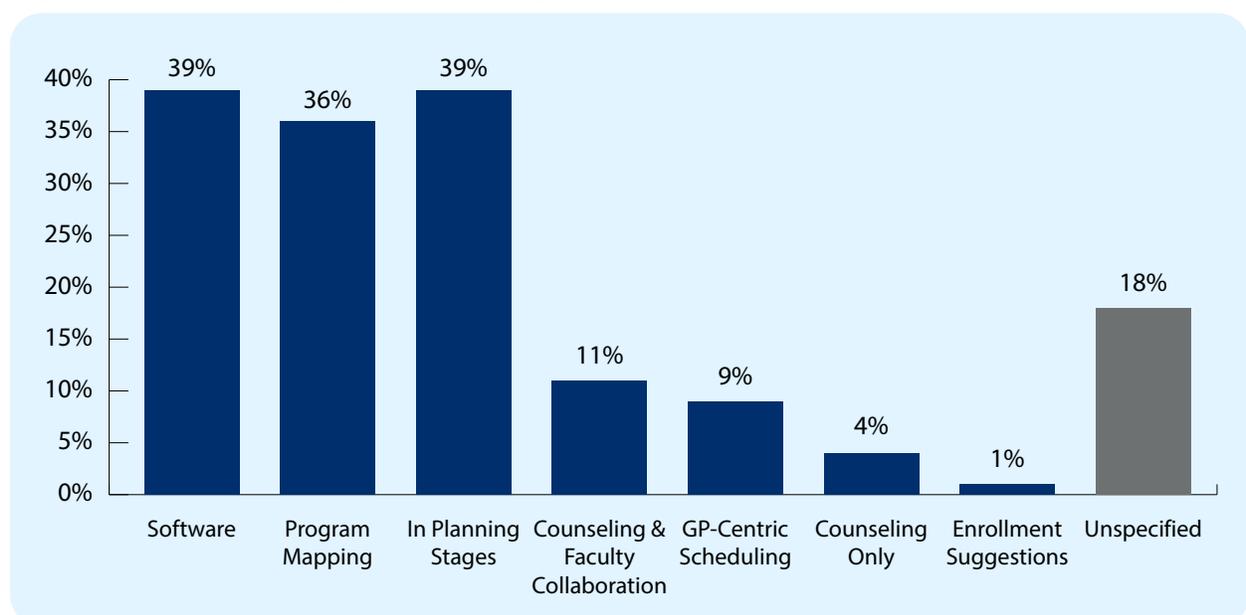
Figure 3: Share of Colleges' Student Engagement Efforts



SUMMARY OF EDUCATION PLANNING

Colleges enacted a wide breadth of methods to align courses with student education plans. About 39% reported the use of software for analytics, degree planning, or program mapping (see Figure 4). Thirty-six percent of colleges mentioned program mapping and 10% relied on counseling and faculty collaboration to facilitate course alignment. These practices are fostering innovative practices: for example, one college emailed recommended classes to students based on a computer analysis of term scheduling and the pathways for the students' majors. Over one-third of colleges (39%) have plans for course alignment but have not implemented them. Eighteen percent did not detail particular actions or plans.

Figure 4: Share of Colleges' Course Alignment Methods



THE GUIDED PATHWAYS THROUGH THE YEARS

Over the past five years, colleges have made remarkable strides in implementing the Guided Pathways framework, utilizing funds strategically to enhance student support and success. This section includes examples of those efforts from the field organized into four areas: the student experience, cross-campus collaboration, teaching and learning, and local partnerships.

THE STUDENT EXPERIENCE

Colleges have reimagined institutional practices to foster belonging and create student-friendly environments that support learners from onboarding to career exploration and graduation. Colleges have created student communities focused on academic and career pathways by launching initiatives such as Student Success Teams and utilizing technology tools. These efforts were developed through an iterative process that incorporated student feedback. An example of these efforts comes from American River College, where academic professionals implemented a HomeBase model. The HomeBase model in higher education is an approach designed to create supportive learning environments for students. It typically involves assigning students to a specific group or community—often referred to as a “HomeBase”—where they can receive personalized support and guidance throughout their academic journey. This model fosters relationships between students and faculty or advisors, enhancing engagement and accountability. Because of these efforts students at American River College now have greater access to services that cater to their individual needs, including financial stability, physical and mental wellbeing, or academic support networks. Another great example of this work comes from Victor Valley College (VVC). VVC launched the Caring Campus Initiative which allows VVC’s administrators, faculty and classified professionals to develop and adopt behavioral commitments to support, foster and enhance the involvement in student success efforts as they interact with students. As part of this initiative VVC established the Caring Campus Committee- a participatory governance committee that aims to establish a culture of connectedness and belonging.

CROSS-CAMPUS COLLABORATION AND PROFESSIONAL DEVELOPMENT

During the Guided Pathways implementation and integration processes, colleges strengthened the use of student engagement and retention tools by employing professional development for faculty, administrators, and classified professionals. Moorpark College gathered interest holders across a range of roles and divisions, including students, to define the college’s values and establish student success needs. Upon meeting, they identified fewer Black and African American students enrolling in transfer level English and Math. Through student focus groups and interviews, college leaders learned that institutional practices were negatively affecting Black and African American students’ sense of belonging. Moorpark College then invested in professional development for faculty and staff to support Black and African American students, and as a result saw an uptick in persistence and participation in work-based learning opportunities. At Reedley College, faculty and staff came together and redesigned their support systems, including tools for student education planning. Reedley College leaders established triage processes that they updated based on changing student needs. Both colleges faced distinct challenges related to student engagement and educational planning and utilized cross-campus engagement and data-driven professional

development to solve them. Their efforts led to stronger student persistence and retention rates, demonstrating college responsiveness to meeting evolving student needs.

ENHANCING TEACHING AND LEARNING

College efforts to shift teaching and learning in a Guided Pathways framework required engaging all members of a college campus to embed culturally responsive pedagogies in both curricula and day-to-day practices. One objective that colleges identified was locating “gate keeper” courses that students are not completing and adjusting practices to improve success rates in said courses. Hartnell College and San Diego College for Continuing Education addressed these concerns with insights gathered from Diego Navarro’s Faculty Experiential Learning Institute. Participants reported that after this professional development opportunity, they self-reflected on their own practices and implemented changes that created stronger faculty-student relationships and higher retention rates. Additionally, El Camino College Biology professors increased accessibility to science courses by implementing student-centered projects, such as creating informational brochures and engaging with industry professionals. Students in the class were required to approach their work through a racial equity lens, equipping future medical practitioners to address issues like medical racism. By focusing on equity in teaching and learning, students can engage with faculty, staff, and their courses in meaningful ways. This approach has fostered a more inclusive learning environment that is responsive to student needs.

BUILDING K-12, COMMUNITY, AND INDUSTRY PARTNERSHIPS

To better align academic and career pathways with regional workforce needs, Guided Pathways colleges strengthened their K-12, community, and industry partnerships. The colleges integrated career exploration and hands on experiences in the curriculum to ensure development of essential skills for employability. Los Angeles Trade Technical College collaborated with local employers and co-created courses tailored to industry demands, enhancing student readiness for employment. At Riverside City College, faculty and administrators embedded equity-minded career discussions in the classroom, driving students to make informed decisions about their future. Over the course of the Guided Pathways implementation process, the statewide Regional Coordinators team developed a partnership with the Bay Area Community College Consortium, which brings together colleges and workforce partners to address equity gaps in Career Technical Education (CTE) pathways. That initiative led to the establishment of a sub-regional Dual Enrollment community of practice, focusing on work-based learning and employer engagement while centering the needs of K-12 and community college students.

CONCLUSION: RECOMMENDATIONS FOR MOVING VISION 2030 FORWARD

Our challenges are many, yet our greatest challenges enable us to do our greatest work, triggering our creativity and collective brilliance. Vision 2030 envisions a higher education system more inclusive of all Californians that ensures access points for every learner, across race, ethnicity, region, class and gender to enter a pathway, with tailored supports, with exit points to transfer or complete a community college baccalaureate or obtain a job with family-sustaining wages.

- Vision 2030: A Roadmap for California Community Colleges, p. iii

The Guided Pathways framework aids the California Community Colleges in achieving equity in success, access, and support by providing clear educational pathways that enhance students' academic journeys. The continuous implementation and integration of the Guided Pathways framework throughout the system furthers these goals by offering a structured approach to student success and achievement.

Over the past five years, colleges scaled and sustained their efforts, achieving noteworthy progress in reimagining and redesigning instructional delivery, student support, and administrative services towards fully implementing the Guided Pathways framework. Colleges have seen great success in the Clarify the Path and Get on the Path pillars. These advancements were supported by a range of practices, including cross-campus collaboration and student engagement. While integration varied across colleges, there is some systemwide level of full integration among all five student success programs — Student Equity and Achievement (SEA) Program, California Adult Education Program (CAEP), Strong Workforce Program (SWP), Associate Degree for Transfer (ADT) and Zero Textbook Cost (ZTC) Programs. Additionally, colleges have shown distinct and innovative methods for how they developed their Guided Pathways frameworks and programs. By prioritizing the student experience, engaging in professional development, strengthening partnerships, and enhancing teaching through an equity lens, colleges supported Guided Pathways integration in ways that benefitted their local contexts.

As part of a comprehensive, equity-centered approach to serving all Californians, the Vision 2030 Guided Pathways implementation work now includes several strategies and areas of focus: growing and embedding the ninth grade dual enrollment pathway strategy (and ensuring students complete 12 units of college credit in high school); building Credit for Prior Learning (CPL) into degree and certificate pathways; designing local pathways and support frameworks for veterans, foster youth, justice-involved and justice-impacted students; and bringing noncredit and college pathways to the 6.8 million adult learners in California who have graduated high school, never completed a college credential, and are most likely to be low-income. Vision 2030 Guided Pathways will continue to be supported through new forms of data utilization, technology infrastructure (including emergent AI technologies and the Common Cloud Data Platform), and new forms of systemwide partnerships.

Recommendations to support the implementation of the Vision 2030 Guided Pathways institutional efforts include focused policy development, regulatory changes, and dedicated funding to:

- Strengthen the equitable expansion of dual enrollment, as well as the growth and cross-system articulation of credit for prior learning.
- Expand guaranteed local opportunities in programs for community college transfer students across California public universities—particularly for those who earn the Associate Degree for Transfer.
- Invest in systemwide technology, generative AI, and cloud-based infrastructure to enhance student support and case management, teaching and learning, administrative efficiencies, and multi-level data sharing, utilization, and analysis.
- Increase statewide educational and work-based learning opportunities for justice-involved and justice impacted students.
- Support the ongoing facilitation and implementation of the Guided Pathways framework, especially for adult learners.

The Chancellor’s Office will continue to leverage the Guided Pathways framework throughout the system to drive Vision 2030 forward and to meet its goals of equity in access, equity in support, and equity in success. Importantly, California Community Colleges remain committed to the Guided Pathways framework, as the findings from both the SOAA and college integration plans illuminate. This is significant, as it paves the way for further efforts, including Vision 2030 Guided Pathways work and alignment. Guided Pathways will continue to be an integral framework to move Vision 2030 forward and to center diverse student experiences as we redesign community college campuses, grow our workforce, and increase baccalaureate attainment throughout California.

APPENDIX A: SCALE OF ADOPTION ASSESSMENT

Below are definitions and practice information for the Scale of Adoption Assessment (SOAA).

PILLAR 1: CLARIFY THE PATH

1. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. (Note: This practice was added to the SOAA in February 2019).
2. 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.
3. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
4. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website. Required math courses are appropriately aligned with the student’s field of study.

PILLAR 2: GET ON THE PATH

5. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.
6. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.
7. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.
8. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).
9. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
10. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

PILLAR 3: STAY ON THE PATH

11. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
12. Students can easily see how far they have come and what they need to do to complete their program.
13. 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.
14. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
15. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

PILLAR 4: ENSURE LEARNING

16. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
17. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).
18. 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.
19. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
20. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
21. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

APPENDIX B: SCALE OF ADOPTION ASSESSMENT PRACTICES DATA

The data presented shows Scale of Adoption Assessment data for the 2021-22 academic year. Each graph represents a “pillar” of Guided Pathways implementation, and the data are disaggregated by practice.

Figure 5: Pillar 1 – Average Systemwide 2021-22 Implementation Progress Scores

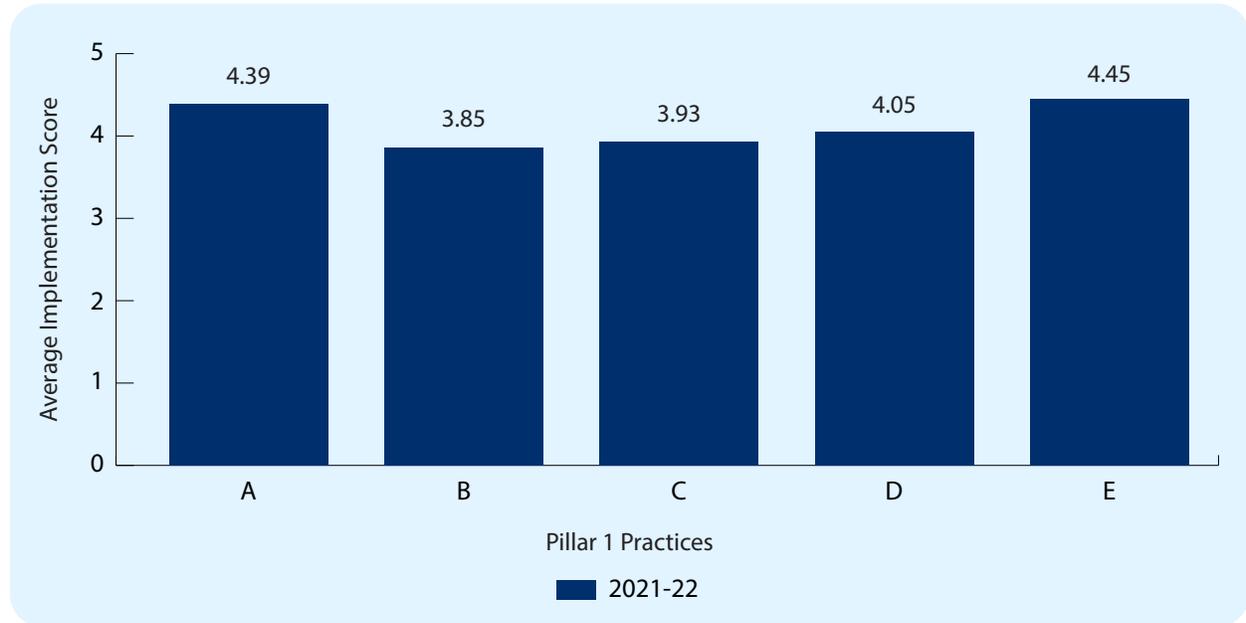


Figure 6: Pillar 2 – Average Systemwide 2021-22 Implementation Progress Scores

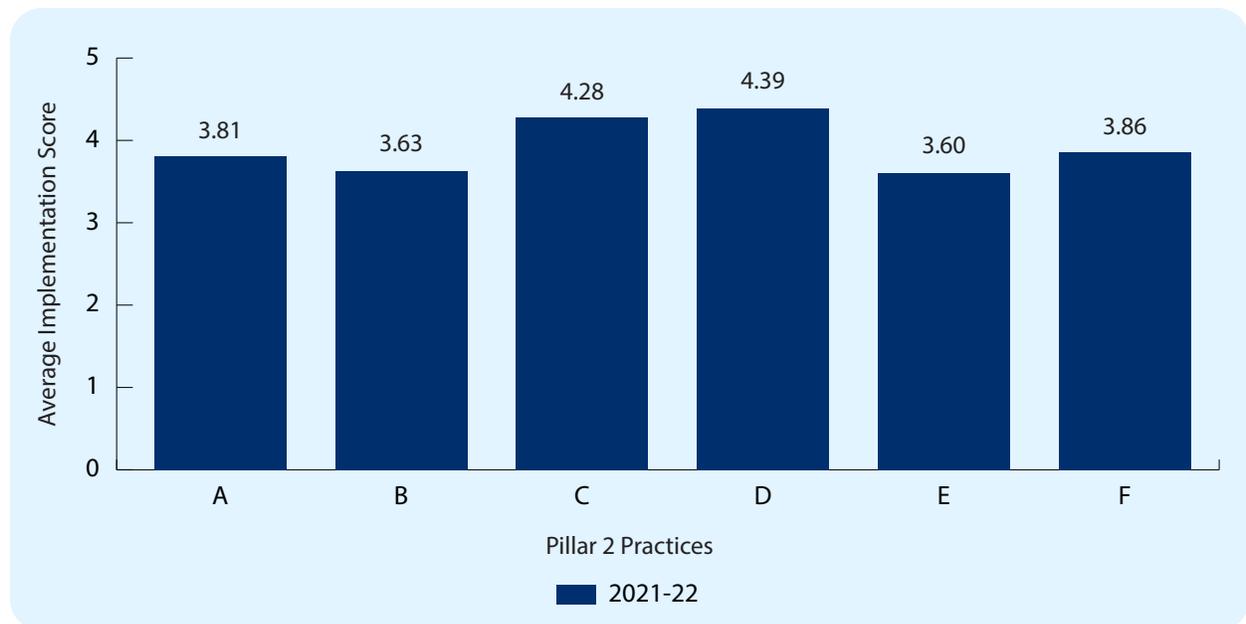


Figure 7: Pillar 3 –Average Systemwide 2021-22 Implementation Progress Scores

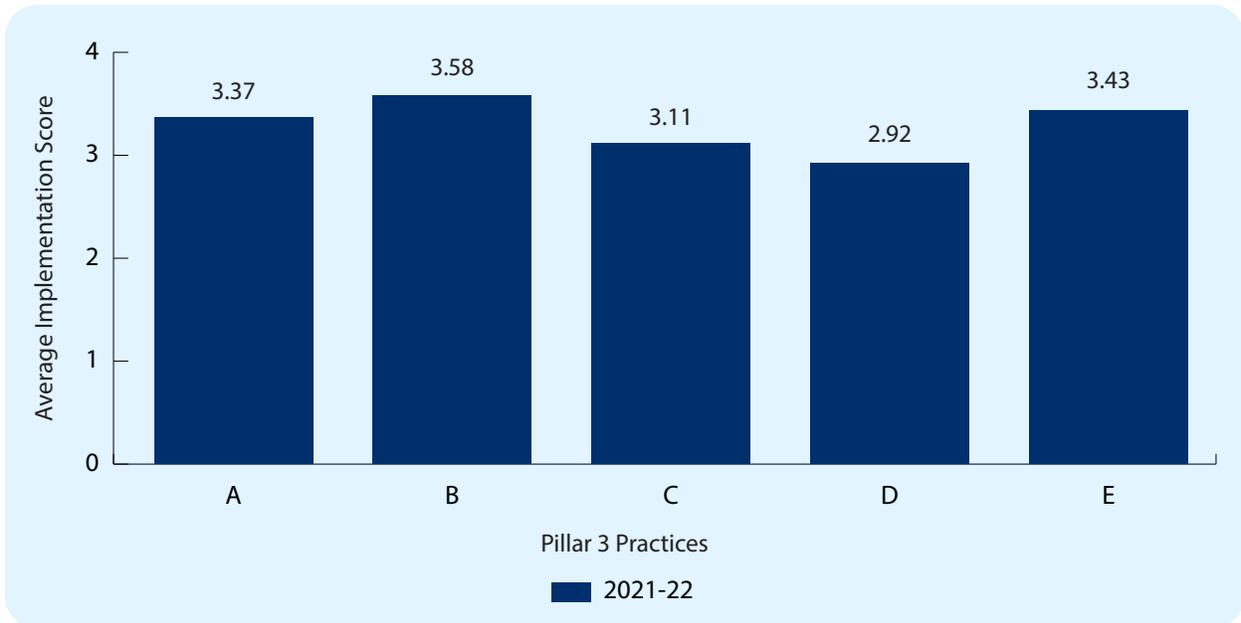
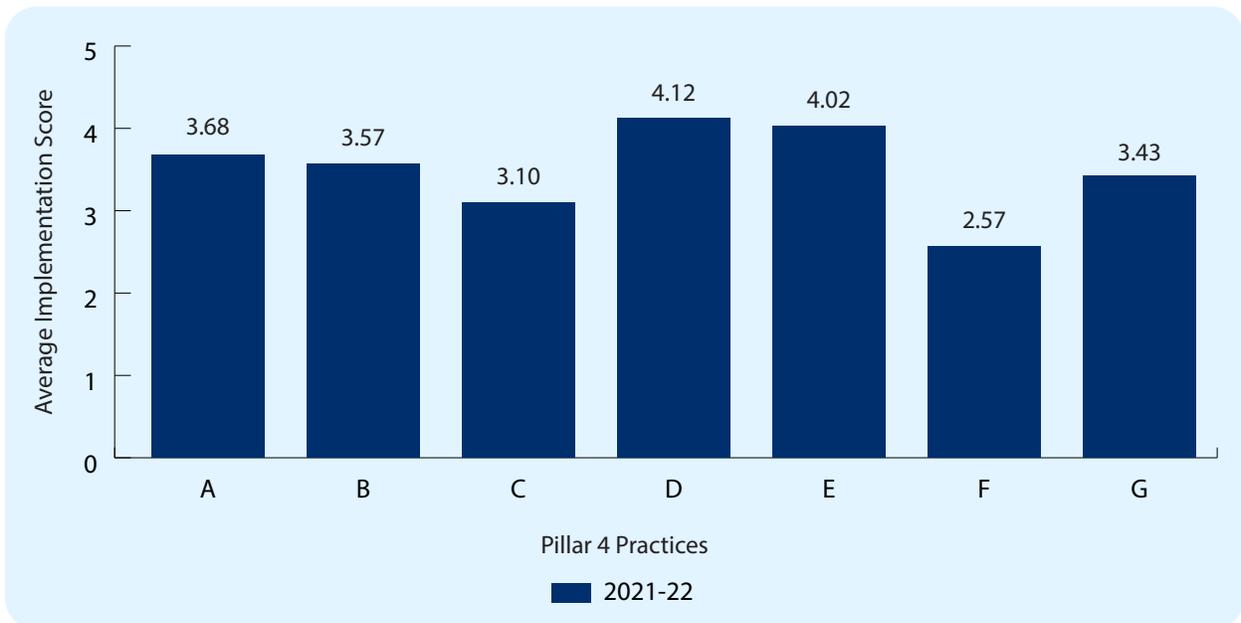


Figure 8: Pillar 4 – Average Systemwide 2021-22 Implementation Progress Scores



APPENDIX C: SCALE OF ADOPTION ASSESSMENT BY MICRO REGION

The data presented shows the average Scale of Adoption Assessment data for the 2021-22 academic year by micro region.

Table 3: Scale of Adoption Assessment by Micro Region

Macro Region	# of Colleges	Pillar 1 Clarify the Path	Pillar 2 Get on the Path	Pillar 3 Stay on the Path	Pillar 4 Ensuring Learning	Overall
East Bay	10	3.96	4.13	3.20	3.56	3.72
Greater Sacramento	8	3.90	4.00	3.38	3.23	3.61
Inland Empire	12	4.10	4.04	3.67	3.62	3.84
Los Angeles	19	4.43	3.90	3.34	3.42	3.75
Mid-Peninsula	4	4.45	3.96	3.15	3.64	3.79
North Bay	4	3.65	3.63	3.05	3.68	3.52
Northern Central Valley-Mother Lode	5	4.36	3.90	3.36	3.37	3.72
Northern Coastal	2	3.60	3.92	3.20	3.36	3.52
Northern Inland	5	3.96	4.27	3.84	3.60	3.90
Orange	9	4.27	3.76	2.98	3.41	3.59
San Diego-Imperial	9	3.64	3.52	2.53	3.11	3.21
Santa Cruz-Monterey	3	4.13	3.94	2.93	3.10	3.51
Silicon Valley	7	4.09	3.88	3.34	3.61	3.73
South Central Coast	8	4.30	3.83	3.03	3.61	3.69
Southern Central Valley-Mother Lode	10	4.36	4.15	3.80	3.93	4.05
MIN	2	3.60	3.52	2.53	3.10	3.21
MAX	19	4.45	4.27	3.84	3.93	4.05

APPENDIX D: THEMES OF NEEDS FOR CONTINUOUS IMPROVEMENT

In addition to using the SOAA tool to self-assess their Guided Pathways implementation progress, colleges report on the support they need from the Chancellor's Office and their local districts to continue implementing Guided Pathways across the four pillars. Continuous improvement is essential for sustaining Guided Pathways efforts, and colleges are working hard to ensure they continue after funding ends. Below are common themes colleges reported to support continuous improvement for each pillar.

PILLAR 1 – CLARIFY THE PATH

- Engagement and collaboration within the district and college personnel (e.g., faculty, counselors, and staff) to enhance support, secure buy-in, and encourage active participation in developing program maps and implementing Guided Pathways.
- Resources to increase faculty and staff involvement, support for technology infrastructure, and professional development opportunities.
- Develop and maintain accurate information about program maps on the college website.
- Integrate program mapping software into college websites and online course catalogs.

PILLAR 2 – GET ON THE PATH

- Build relationships with local high schools to implement Dual Enrollment and support students through matriculation.
- Outreach and marketing efforts to enroll students and increase student awareness about program pathways and support services within the constraints of the COVID-19 pandemic.
- Hire and train tutors and embed effective tutoring programs into pathways.
- More counselors to serve students and provide counseling services, career and educational planning, and student workshops.

PILLAR 3 – STAY ON THE PATH

- Support and resources to integrate or sustain software for career exploration, early alert, degree tracker, or program mapping.
- Provide professional development and training for faculty and counselors to use software that supports and monitors students' academic progress.
- Create student-friendly technology that allows students to monitor their own academic progress.

- Improve the course scheduling process to maximize student completion through assessments of course schedules and course scheduling software.

PILLAR 4 – ENSURE LEARNING

- Guided Pathways teams and regional colleges collaborate to share best practices for implementing Guided Pathways.
- Expand professional development opportunities for faculty and staff to improve and support student success and equitable outcomes.
- Create, assess, and report learning outcomes through additional technology, support, and resources.
- Ongoing access to data and improvements to data collection methods for disaggregating data and evaluating student progress, program outcomes, utilization of services, and effectiveness of support programs.

APPENDIX E: COLLEGE PROGRESS IN IMPLEMENTING ITS GUIDED PATHWAYS WORKPLAN

The data presented shows each college's progress in implementing their Guided Pathways Workplan submitted for the 2022-23 fiscal year, which also includes each college's progress in engaging students with Guided Pathways activities, course alignment with student education plans, and their integration of Guided Pathways into existing student success programs, such as Student Equity Achievement Program, Associate Degrees for Transfer Program, Zero-Text-Cost Degree Grant Programs, Adult Education Program, and Strong Workforce Program.

ALLAN HANCOCK COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

AMERICAN RIVER COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

ANTELOPE VALLEY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress

ANTELOPE VALLEY COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

BAKERSFIELD COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Fully integrated
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

BARSTOW COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

BERKELEY CITY COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Fully integrated
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

BUTTE COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CABRILLO COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CANADA COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CERRITOS COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress

CERRITOS COLLEGE	
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CERRO COSO COMMUNITY COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CHABOT COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CHAFFEY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Fully integrated

CHAFFEY COLLEGE	
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CITRUS COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CITY COLLEGE OF SAN FRANCISCO	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CLOVIS COMMUNITY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration

CLOVIS COMMUNITY COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COALINGA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COASTLINE COMMUNITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Fully integrated
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF ALAMEDA	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF MARIN	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF SAN MATEO	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF THE CANYONS	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF THE DESERT	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress

COLLEGE OF THE DESERT	
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Fully integrated
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF THE REDWOODS	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF THE SEQUOIAS	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLLEGE OF THE SISKIYOU	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Integration in progress

COLLEGE OF THE SISKIYOU	
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COLUMBIA COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COMPTON COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CONTRA COSTA COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress

CONTRA COSTA COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COPPER MOUNTAIN COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

COSUMNES RIVER COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CRAFTON HILLS COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CUESTA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CUYAMACA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

CYPRESS COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

DE ANZA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Fully integrated

DE ANZA COLLEGE	
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

DIABLO VALLEY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

EAST LOS ANGELES COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

EL CAMINO COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration

EL CAMINO COLLEGE	
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

EVERGREEN VALLEY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

FEATHER RIVER COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Fully integrated
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

FOLSOM LAKE COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress

FOLSOM LAKE COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

FOOTHILL COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

FRESNO CITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

FULLERTON COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

GAVILAN COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

GLENDALE COMMUNITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

GOLDEN WEST	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

GROSSMONT COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress

GROSSMONT COLLEGE	
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

HARTNELL COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

IMPERIAL VALLEY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

IRVINE VALLEY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress

IRVINE VALLEY COLLEGE	
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LAKE TAHOE COMMUNITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LANEY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LAS POSITAS COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Fully integrated

LAS POSITAS COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LASSEN COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LEMOORE COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LONG BEACH CITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS ANGELES CITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS ANGELES HARBOR COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS ANGELES MISSION COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS ANGELES PIERCE COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Integration in progress

LOS ANGELES PIERCE COLLEGE	
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS ANGELES SOUTHWEST COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS ANGELES TRADE-TECH COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS ANGELES VALLEY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress

LOS ANGELES VALLEY COLLEGE	
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

LOS MEDANOS COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MADERA COMMUNITY COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MENDOCINO COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress

MENDOCINO COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MERCED COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MERRITT COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MIRA COSTA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MISSION COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MODESTO JUNIOR COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MONTEREY PENINSULA COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MOORPARK COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress

MOORPARK COLLEGE	
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MORENO VALLEY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MT. SAN ANTONIO COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

MT. SAN JACINTO COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress

MT. SAN JACINTO COLLEGE	
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

NAPA VALLEY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

NORCO COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

OHLONE COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress

OHLONE COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

ORANGE COAST COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

OXNARD COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

PALOMAR COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

PALO VERDE COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

PASADENA CITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

PORTERVILLE COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

REEDLEY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Fully integrated

REEDLEY COLLEGE	
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

RIO HONDO COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

RIVERSIDE CITY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SACRAMENTO CITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress

SACRAMENTO CITY COLLEGE	
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SADDLEBACK COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Fully integrated
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Fully integrated
Integration of GP & Adult Ed.	Fully integrated
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SAN BERNARDINO VALLEY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Fully integrated
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SAN DIEGO CITY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress

SAN DIEGO CITY COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SAN DIEGO MESA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SAN DIEGO MIRAMAR COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SAN JOAQUIN DELTA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SAN JOSE CITY COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SANTA ANA COLLEGE	
Students engaged with GP	More than 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SANTA BARBARA CITY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Fully integrated
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SANTA MONICA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress

SANTA MONICA COLLEGE	
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SANTA ROSA JUNIOR COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SANTIAGO CANYON COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SHASTA COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress

SHASTA COLLEGE	
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Fully integrated
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SIERRA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SKYLINE COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SOLANO COMMUNITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress

SOLANO COMMUNITY COLLEGE	
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

SOUTHWESTERN COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

TAFT COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

VENTURA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

VICTOR VALLEY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

WEST LOS ANGELES COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Starting integration
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

WEST VALLEY COLLEGE	
Students engaged with GP	50% to 75% complete
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Integration in progress
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Integration in progress
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

WOODLAND COMMUNITY COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Integration in progress

WOODLAND COMMUNITY COLLEGE	
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Starting integration
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

YUBA COLLEGE	
Students engaged with GP	Less than 50% engaged
Integration of GP & SEA	Starting integration
Integration of GP & ADT's	Integration in progress
Integration of GP & ZTC	Starting integration
Integration of GP & Adult Ed.	Integration in progress
Integration of GP & Strong Workforce.	Starting integration
GP workplan implementation	Integration in progress
Courses aligned with education plans	Integration in progress

Front cover photo:
Santa Monica College

Photo at right:
College of the Desert

Back cover photo:
March in March



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