2019-2021 REPORT

Guided Pathways
Legislative Report

California Community Colleges Chancellor's Office │ Daisy Gonzales, PhD, Interm Chancellor

DAISY GONZALES, PhD
Chancellor

May 1, 2023

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: Receipt of Guided Pathways Report for Fiscal Years 2019-2021

Dear Governor Newsom:

Pursuant to Education Code 88922, please find enclosed report for Guided Pathways report, as reported by our local community colleges, for fiscal years 2019-2021.

If you have any further questions on this report, please contact Vice Chancellor Rebecca Ruan-O'Shaughnessy at rruan-oshaughnessy@cccco.edu

Daisy Gonzales, PhD,
Interim Chancellor

Enclosure: Report

GUIDED PATHWAYS

Prepared By

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

INTRODUCTION

The California Community Colleges is the largest system of public higher education in the nation and supports more than 1.8 million students every year among across 116 colleges to earn a degree or certificate, upskill to compete in a growing industry or transfer to a four-year university. As open-access institutions, California community colleges serve the most diverse student populations in higher education in terms of race and ethnicity, age and levels of educational attainment. More than 69% of California community college students are people of diverse ethnic backgrounds, and more than 40% of California community college students are age 25 or older and are already working. Guided by the Vision for Success as the system's "North Star," the California Community Colleges strives to develop empowered learners, strengthen unconditional belonging and advance career mobility for all students to meet the current and future workforce needs of California and contribute to the equitable economic recovery for the state.

The Guided Pathways Program was established in the 2017 State Budget to support the California Community Colleges' effort to redesign instructional delivery, student support and administrative services comprehensively to advance student success. This report provides a summary analysis of program activities for academic years 2019-20 and 2020-21 and highlights where the program needs to go to sustain the momentum and maximize student impact.

BACKGROUND

In 2017, the Legislature and Administration established the California Community College Guided Pathways Grant Program. The goals of the grant program are outlined in Education Code sections 88920 through 88922 and include the following:

- Integration of existing student-success programs and services;

- Building of capacity at community colleges for data analysis, leadership, planning, and implementation related to institutional change;

- Development of clearly structured, coherent guided pathways programs for all entering students for purposes of improving student outcomes, reducing time to degree, and increasing the ability of students to obtain high-paying jobs.

The 2017-18 State Budget included $150 million in one-time funds for the implementation of the Guided Pathways program. Of those funds, $135 million is to be allocated to colleges based on 35% total FTES, 45% total number of Pell grants awarded and 20% equal distribution. The total allocation will be spread out over five years as follows: 25% in year 1; 30% in year 2; 25% in year 3; 10% in year 4; and 10% in year 5. Colleges are guaranteed a minimum total allocation of $500,000. The remaining $15million was utilized by the Chancellor's Office to provide professional development opportunities to colleges, support data collection and reporting, and establish and maintain statewide strategic partnerships in support of Guided Pathways.

The 2021-22 budget included an additional $50 million in one-time funding to support the continued implementation of Guided Pathways. The Chancellor's Office will distribute the one-time funding in three phases to ensure colleges integrate the Guided Pathways funding

and framework into their structures and practices equitably. The use of this one-time $50 million investment will focus on three priorities: 1) implementation of system equity priorities with fidelity; 2) prioritizing teaching and learning; and 3) promoting Key Performance Indicator (KPI)-informed continuous improvement. The implementation of the Guided Pathways Grant Program is largely based on the national Guided Pathways framework, which emphasizes four "pillars:"

PILLAR 1: CLARITY PATHWAYS FOR STUDENTS.

Students can explore pathways to employment and future education. Clearly mapped programs help students set goals and understand time frames to achieve their goals. Colleges map programs that align with employment in fields of importance to the region and future of work and establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions.

PILLAR 2: HELP STUDENTS CHOOSE AND ENTER A PATHWAY.

Students take courses relevant to their program of study and that count towards their degree or credential and minimize extra courses and time. Colleges redesign traditional remediation to ensure students receive equitable placement and support services.

PILLAR 3: HELP STUDENTS STAY ON THEIR PATH.

Students get the support they need to stay on track, including nudges and reminders, community-based support and other help. Students have resources to monitor their own progress and have access to 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 the path, persist and progress.

PILLAR 4: ENSURE LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES.

Student learning aligns with student interest and employer expectations. Colleges use data, analytics and other college systems track student learning and signal when instructional support and co-curricular activities are needed.

DATA COLLECTION METHODS

To measure Guided Pathways campus practices, the Chancellor's Office utilizes the Scale of Adoption Assessment (SOAA). This is the official Guided Pathways assessment planning tool used by the California Community Colleges and was adopted in spring 2019. The SOAA was chosen as a reporting tool for several reasons:

- The tool itself will help provide insights that support learning at the local college-/ district-level, statewide-level, and contribute to national discourse and learning.

- While equity is inherent in much of the Guided Pathways framework, there was an

opportunity in working directly with the Community College Research Center (CCRC) to help equity and the equity focus in this work to be even more explicit. In working with CCRC, we were able to design and integrate equity considerations to help frame the practices and work to ensure that we are not only creating guided pathways and supports to success for certain groups of students, but for all students whom we serve.

- The SOAA provides a means for benchmarking and understanding the progress made by our institutions and our state relative to common trends across the nation. This allows for dialogue and learning to share on local, statewide and national levels to promote deeper learning and successful implementation of evidence-based strategies to improve student success and address equity gaps.

The SOAA assesses 23 different practices under the four pillars, and colleges submit a progress report every year. The data are self-reported progress milestones on the adoption, design and implementation of Guided Pathways. College self-report on multiple components of the framework on a range from progress is "not occurring" to implementation is "at scale."

A complete list of practices (buckets of work) included in the Scale of Adoption Assessment can be found in Appendix A.

Table 1 – Guided Pathways SOAA Metric 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 is has made plans to implement the practice at scale and has started to put these plans into place
4	Scaling in progress	Implementation of the practice is in progress for all students
5	At scale	Practice is implemented at scale—that is, for all students in all programs of study

Table 2 – Overall SOAA Implementation Trend – Relevant Upward Tick Advancing AllFour Pillars

Year	Clarifying Path	Entering Path	Staying on Path	Ensuring Learning
2018-19	2.95	3.12	2.43	2.93
2019-20	3.30	3.24	2.66	3.08
2020-21	3.76	3.77	3.05	3.30

The 2019-20 academic year was an inflection point for Guided Pathways in the California Community Colleges. At the system level, the Chancellor's Office focused its efforts on building a system wide support infrastructure to transition Guided Pathways from its original 20-college demonstration project (please see Appendix C for details) to a systemwide adoption. As a result, data showed gains in implementation and scaling of Guided Pathways. Additionally, the system has leveraged the Guided Pathways framework to pursue several broad, integrated policy reforms aimed at structural and behavioral changes that improve students' equitable access and opportunity and advancing Vision for Success goals.

In 2019-20, colleges reported, on average, being in the "planning to scale" stage for each Guided Pathways pillar. This means that they made plans to design, adopt or integrate programs and practices within the pillars of the Guided Pathways framework and are at various stages of implementation. The SOAA data suggests that there was a sustaining effort on the Planning to Scale Stage, with modest increases. Analysis of the Scale of Adoption assessments from all colleges between 2018 and 2022 shows more colleges self-identify at the higher end of implementation illustrating progress towards full implementation of the four pillars of Guided Pathways at scale.

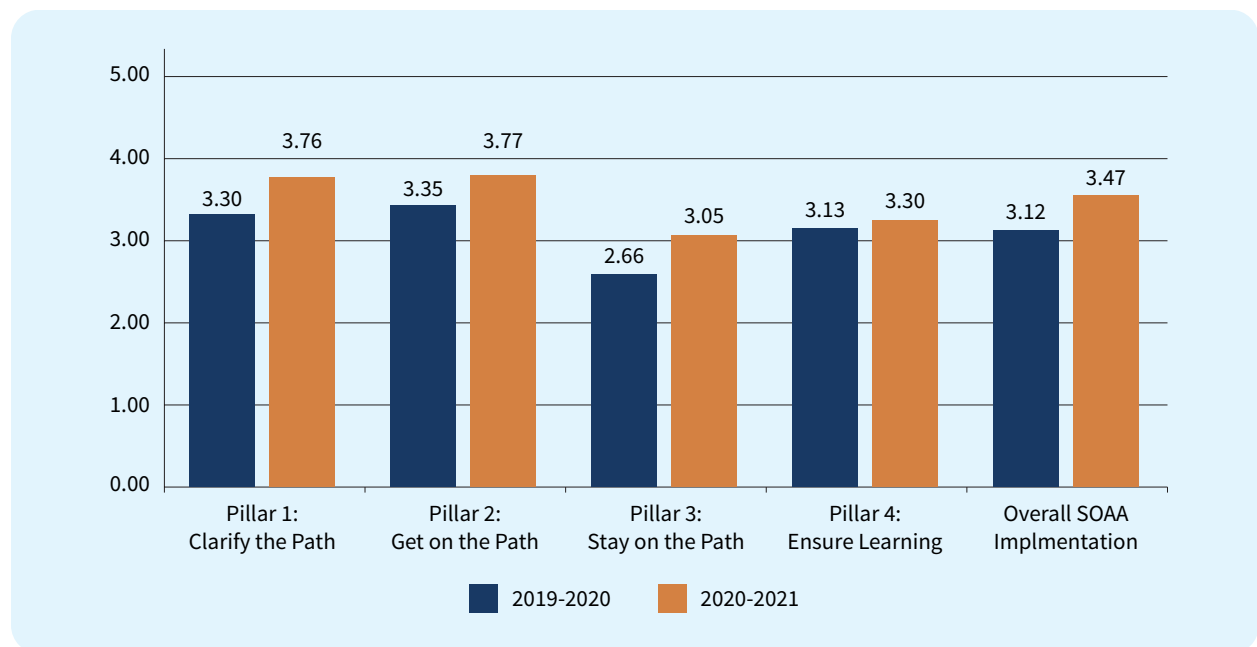**Chart 1 – Average Systemwide Guided Pathways Implementation Progress**

Table 3 - Scale of Adoption Assessment by Macro Region

Macro Region	# of Colleges	Pillar 1	Pillar 2	Pillar 3	Pillar 4	Overall
Bay Area	28	3.6	3.7	2.9	3.4	3.4
Central Valley	14	4.1	4.0	3.4	3.6	3.8
Inland Empire	12	4.0	4.0	3.5	3.5	3.7
Los Angeles	28	4.0	3.7	3.1	3.3	3.5
Northern	15	3.7	3.9	3.3	3.2	3.5
San Diego	9	3.3	3.4	2.3	2.9	3.0
South Central	8	3.4	3.4	2.9	3.5	3.3
MIN	8	3.3	3.4	2.3	2.9	3.0
MAX	28	4.1	4.0	3.5	3.6	3.8

Table 4 - Scale of Adoption Assessment by Micro Region

Micro Region	# of Colleges	Pillar 1	Pillar 2	Pillar 3	Pillar 4	Overall
Central Valley	13	4.1	4.0	3.4	3.5	3.8
East Bay	10	3.7	3.9	2.9	3.5	3.5
Gerater Sacramento	8	3.6	3.6	3.0	3.1	3.3
Inland Empire	12	4.0	4.0	3.5	3.5	3.7
Los Angeles	19	4.0	3.7	3.1	3.3	3.5
Mid-Peninsula	4	3.9	3.7	2.7	3.5	3.4
Mother Lode	1	4.0	4.5	3.4	4.4	4.1
North Bay	4	3.2	3.3	2.8	3.6	3.2
Northern Coastal	2	3.6	4.0	3.4	3.5	3.6
Northern Inland	5	3.7	4.1	3.7	3.3	3.7
Orange County	9	4.0	3.8	3.0	3.3	3.5
San Diego/Imperial	9	3.3	3.4	2.3	2.9	3.0
San Cruz & Monterey	3	3.4	3.7	2.8	3.0	3.2
Silicon Valley	7	3.7	3.5	3.1	3.4	3.4
South Central	8	3.4	3.4	2.9	3.5	3.3
MIN	1	3.2	3.3	2.3	2.9	3.0
MAX	19	4.1	4.5	3.7	4.4	4.1

Looking at regional averages reveals that California's community colleges are varied in their progress towards reaching "at scale." More regional support may be needed in the Southern Regions of the system, but Central Valley and Inland Empire seem to be progressing well towards scale.

SNAPSHOT: COMMON INSTITUTIONAL PRACTICES OF GUIDED PATHWAYS PILLARS

Pillar 1 – Clarify the Path

- Development of cross functional task force groups to conduct initial research, and eventual development, of meta majors

- Student surveys and focus groups to seek input on proposed meta majors

- Reduction and/or consolidation of the number of programs

- Creation of a unique website with information about meta majors and program pathways

- Professional development for faculty and counselors as they customize educational plans for students

- Development of marketing materials for students to promote new meta majors or pathways

- Creation of clearly articulated course sequences for programs

- Connect Meta Majors to career and job opportunities

Pillar 2 – Get on the Path

- Embed career exploration in counseling courses

- Connect students with a faculty advisor who specializes in the student's selected major

- Development of technology platforms, like ConnectEd, to support students along their journey

- Earl work on scheduling based on student need and developing course sequences that outline clear pathways for degrees

- Embedded tutoring and counseling in gateway courses

Pillar 3 – Stay on the Path

- Embedded tutoring and counseling in gateway courses, particularly in math courses

- Support for targeted populations from programs like Umoja, Puente, ESOL

- Creation of Program Pathway Mappers to clearly outline course requirements for the completion of certificates and degrees

- Integration of technology tools like CCCMyPath, Degree Program Planner, EAB Navigate, PeopleSoft and SuccessNet to assist faculty and staff to monitor student onboarding and degree progress

- Early partnerships with high schools and the creation and scaling of California College and Career Access Pathways (CCAP) agreements

- Utilization of Student Success Coaches/Specialists to support students along the path

- Availability of materials like laptops and Wi-Fi hotspots to students

Pillar 4 – Ensuring Learning

- Develop Program Learning Outcomes (PLOs) and Institutional Student Learning Outcomes (ISLOs) to monitor learning

- Faculty participation and ongoing review of PLOs and ISLOs in the spirit of a continuous learning mindset

- Elimination of siloed professional development training and bring them in alignment with Guided Pathways

- Disaggregate program learning outcome data by race, income, age and gender

- Utilization of different tools and professional development opportunities to measure effectiveness, including University of Southern California (USC) Equity Training, Community College Equity Assessment Lap (CCEAL) and the California Community College Success network (3CSN)

SNAPSHOT: EARLY THEMES OF NEEDS AND CONTINUOUS IMPROVEMENT IN IMPLEMENTATION

Pillar 1 – Clarify the Path

- Technology infrastructures for designing Program Pathway Mapper and the development of student-centered websites for easier navigation of pathway options

- Creation of clearly articulated sequence of courses (Program Pathways Mappers) for all programs

- Working within large districts, colleges find themselves at different stages of implementation
- Finding the most effective tools that work for each community is an ongoing learning experience

Pillar 2 – Get on the Path

- Broad scale partnerships with local high schools to support students throughout the matriculation process
- Successful implementation of AB 705 (equitable placement)
- Enrollment management and course scheduling to ensure more gateway courses are available for students
- Scale marketing and communications strategies to promote pathways and support services

Pillar 3 – Stay on the Path

- Creating or scaling digital platforms to support degree audits and communications efforts
- Professional development to ensure faculty and counselors leverage digital platforms to support students in their journey
- Need more support on streamline reporting mechanisms
- Scaling of corequisite and embedded course supports
- Expand counseling and transfer center capacity to support more students

Pillar 4 – Ensuring Learning

- More professional development for faculty, staff and counselors as they monitor student progress
- Continue to collect data at all stages to inform points of intervention and/or new processes
- Reviewing and updating, as needed, meta majors with labor market data and the standards relevant industries

ADDITIONAL KEY SYSTEM PERFORMANCE INDICATORS

Guided Pathways is about designing entry and access points with the student in mind. The Guided Pathways framework does not exist in a vacuum; is it connected to equitable placement, financial aid access, basic needs and more. Since 2017, our system has

approached this mission through its [Vision for Success framework](), a set of **5-year goals** that serve as our "North Star" in guiding our efforts to support students in meeting their career and educational goals:

1. **Increase completion** of degrees, credentials, certificates and job-specific skill sets by 20%.

2. **Increase transfers** to the University of California (UC) and California State University (CSU) systems by 35%.

3. **Decrease the average number of units accumulated** by associate degree earners to 79 units.

4. **Increase the share of exiting Career Education students employed in their field** of study to 76%.

5. **Reduce equity gaps** across all these measures by 40%, and then close them.

6. **Close regional gaps** across all the measures.

When the bold goals of the Vision for Success were launched, the system knew that it needed to ground itself in a set of principles (a framework) that would guide institutional efforts to make progress towards those goals. Those principles are intentionally like the principles rooted in the Guided Pathways framework:

- **Focus relentlessly on students' end goals,** offering not just courses but pathways to specific outcomes.

- **Always design and decide with the student in mind,** making it easy for all students to access the courses and services they need.

- **Pair high expectations with high support,** providing support to meet students' personal and academic challenges.

- **Foster the use of data, inquiry and evidence,** basing decisions on evidence rather than anecdotes.

- **Take ownership of goals and performance,** being transparent about performance, challenges and solutions to address issues within the colleges control.

- **Enable action and thoughtful innovation,** taking calculated risks, monitoring results and making adjustments to move the needle on student outcomes.

- **Lead the work of partnering across systems,** working with leaders across the education and workforce development systems to strengthen pathways and improve results.

To that end, we take into consideration other key indicators as important connecting points to understand Guided Pathways, including our system Vision for Success goals. The Vision for Success is a guided pathway, one that eliminates institutional structures and scales services that support our students from start to finish. When we ensure that students are supported equally and wholly throughout their educational journey, they are more likely to persist and succeed.

IMPLEMENTING GUIDED PATHWAYS

To ensure the successful implementation of Guided Pathways, the Chancellor's Office has made a significant investment in an implementation infrastructure to support colleges in understanding and contextualizing the framework and creating different points of entry for students who have a high school diploma or returning to college as adult. To date, the Chancellor's Office has engaged with every college as they implement and scale Guided Pathways. Colleges have worked directly with their regional coordinators, have participated in events, and a key value of Guided Pathways for students is the organization of academic programs into meta-majors and certificate and degree pathways. The main goal of this organization is to simplify students' paths—to provide enough choice to allow students to test and experience new interests and ideas, but to also give students a clearer path to their finish line. Colleges like Cerritos College, Bakersfield College, Lake Tahoe Community College and College of San Mateo developed comprehensive program maps that list the sequence of courses for certificates and degrees. Currently, 38 community colleges have similar Program Pathways Mappers, and the goal is for every community college to offer these clearly articulated sequenced pathways.

Figure 1 – Pillar 1 -Clarify the Path Lake Tahoe Community College and Cerritos College Examples

As part of a student's matriculation journey, counselors provide students with an educational plan that guides students throughout their pathways. Under Guided Pathways efforts, colleges have built upon this work and provide students with progress milestones and program-learning outcomes that align with the knowledge and skills that are required by four-year institutions and the labor market. This helps students get and stay on a path that supports both their career and educational goals. Additionally, counseling, tutoring and financial aid are tailored to ensure that students get exactly what they need along their academic journeys.

The 2019-20 and 2020-21 academic years affected by the COVID pandemic had a widespread impact and continues to be a factor in the decision-making process in scaling Guided Pathways throughout the system. COVID-19 affected students through school closures and class cancellations, a suspension of access to public events and public spaces, and the limiting of access to equitable resources both on and off campus. As campuses closed for safety protocols, the entire system quickly pivoted to online instruction and flexible services to meet students where they are. This quick system-level mobilization was largely due to the structural changes colleges have been able to establish as part of the Guided Pathways program.

GUIDED PATHWAYS REGIONAL COORDINATORS

A network of regional coordinators was established to support Guided Pathways implementation – a unique strategy to provide coordination, guidance and oversight while still honoring the diversity of colleges and regions of the state. Acting as liaisons between the colleges and the Chancellor's Office, regional coordinators help connect colleges to resources to make their transformation a success. Eighteen regional coordinators are strategically placed in seven regions throughout the state. They facilitate workshops for colleges in their region, ensure the local voice is heard at the state level, help colleges and districts get answers to their questions, and share newly available resources, tools and promising practices.

Figure 2 – Guided Pathways Regional Map

The Guided Pathways Regional Coordinators focus their efforts on strengthening awareness and contextualization of the Guided Pathways framework across the system, designing and building out critical infrastructures on campus, and facilitating the planning and execution of local Guided Pathways strategies. These regional coordinators ensure learning and collaboration between colleges, districts, and the Chancellor's Office. Regional coordinators provide local assistance in the development and leverage of existing technology, tools, and resources to meet the unique needs at each college to fully implement the Guided Pathways framework.

The types of activities and programs provided by the regional coordinators include student success summits, professional development workshops, policy interpretation, student engagement seminars, field surveys, and communication with the Chancellor's Office.

Reginal Coordinators were instrumental in facilitating local innovations during the COVID-19 pandemic by assisting with the application and integration of online instruction guidance

and incorporating Universal Design for Learning (UDL) principles to support faculty and students during the transition to online learning. Professional development related to transitioning to online learning and technology workshops were hosted by regional coordinators, with special consideration of each region's community college populations.

VISION RESOURCE CENTER

The Vision Resource Center (VRC) is an online learning and communication platform that offers all California community college employees equitable access to professional development opportunities and supports efforts to fulfill the goals outlined in the Vision for Success. Through the Vision Resource Center learning modules and community forums, Guided Pathways provides resources, tools, and guidance to community colleges to help with Guided Pathways framework implementation.

Two examples of resources include an online class titled 'Engaging Students as Partners in Guided Pathways Development and the 'Introduction to Strategic Enrollment Management' module. The Engaging Students Online class is a module that specifically focuses on how to engaged students to ensure the student voice is understood and incorporated into GP implementation plans. The second is a VRC module presents strategic enrollment management (SEM) as a holistic approach to addressing enrollment and ensuring students stay on the path to completion. This SEM module promotes student success, optimizes enrollment, and ensures the fiscal viability of our colleges. The Chancellor's Office continues to update information within the VRC and improve its infrastructure.

STUDENT ENGAGEMENT

Guided Pathways, in its efforts to ensure learning and equity across the state, encourages community colleges to keep student engagement at the forefront. Many community colleges have built programs and services meant to directly benefit students on campuses, while others have created programs to increase exposure to the community college resources available on campuses.

To keep students at the center of discussions and activities in the system, the Chancellor's Office and Guided Pathways program have provided guidance asserting the need to keep students in major discussions and presentations, providing direct, up-to-date, testimony on the Guided Pathways implementation efforts shared with the system. Students from both student government organizations and cultural programs at various campuses are continually encouraged to share their voices.

Many of the efforts in the last year have manifested in town halls related to social justice and community driven changes regarding policing both on campus and in the cities police departments serve. Across the state, community colleges hosted spaces and created environments for students to share their thoughts and experiences that required constructive, empathetic outlets. Student engagement is an essential priority for ensuring learning is culturally competent and that learning environments continue to become more equitable spaces for students facing barriers or fighting for change.

CONCLUSION AND NEXT STEPS

In the past four years of Guided Pathways implementation, the California Community Colleges has achieved significant progress, as demonstrated by gains in several Vision for Success goals. All community colleges have developed or (plan to develop) ways to operationalize the Guided Pathways pillars and practices to create transformations on campus. The pandemic has highlighted the progress, evidenced by colleges' ability to redesign their operations to support student experience, persistence and success.

EXPLICIT FOCUS ON EQUITY

The implementation of the Guided Pathways program has largely focused on the national framework, and therefore, equity has not been front and center for Guided Pathways. This is consistent with the System level observation that although we are seeing noticeable gains in many Vision for Success goals, equity gaps persist. It is imperative to explicitly focus on equity for the remainder of this grant period and beyond. By leaning into system and local data on student outcomes, colleges should ground their work in student experience and structure their instructional and student service design and delivery with minoritized students in mind.

Student voice is at the core of equity. The Chancellor's Office will deepen its partnership with the Student Senate for California Community Colleges (SSCCC) to continue support student leadership in system level and college level decision making and implementation efforts. The Chancellor's Office will commit to more direct student engagement activities, e.g., student listening tours, and to use student feedback to inform system level actions that effectuate changes to remove structural barriers.

The Chancellor's Office also plans to redesign its professional development framework to explicitly embed equity. Additionally, the Chancellor's Office is revamping its professional development contracts to ensure vendor accountability on outcomes for colleges and students, rather than output. Acknowledging that the colleges are in different stages of implementation, the Chancellor's Office will also be focusing on providing differentiated support to colleges by leveraging its implementation support infrastructure.

KPI-INFORMED CONTINUOUS IMPROVEMENT

SOAA is a helpful guide for colleges to contextualize the Guided Pathways framework and launch localized efforts to advance student success. It also has provided critical insight for the System to understand where colleges believe they are in the implementation process. However, as highlighted by the noticeable disconnect between the SOAA outcomes and system level KPIs, SOAA cannot be the only data points to evaluate the progress of Guided Pathways implementation. The success of Guided Pathways implementation must be grounded in student experience. Therefore, it would be important to for the reminder of the reminder of this grant and beyond to emphasize system KPI in the program evaluation and continuous improvement and bring better alignment between SOAA and KPIs.

The Chancellor's Office is leaning into the system's strength as a learning organization by embedding continuous improvement in all aspects of planning and reporting process. For example, college funding allocations are now more linked to institutional planning, goal setting and outcomes. Moving forward, the Chancellor's Office plans to ask shared

governance committees to consider how the Chancellor's Office can best support colleges in integrated budgeting and planning and using data to drive success. With Guided Pathways as the organizing framework, the Chancellor's Office is also moving towards more strongly connecting planning and reporting documents for various programs and streamlining them under one report that reflect efforts at the institutional level to advance student success.

To normalize data-informed decision-making system wide, the Chancellor's Office has made significant investment towards increasing data and analytics capacity at the system level. As a next step, the Chancellor's Office plans to dedicate additional professional development resources to support the strengthening of data and analytics capacity at the local level. It is important for the institutions to view data and reporting as an opportunity for innovation and improvement, rather than pure compliance.

- Continue to develop student-centered design encourage colleges to rely on student experience and solicit student feedback on any new or revised resources or tools and programs to ensure a student-centered design.

- Continued development of data driven initiatives to encourage data focused equity decisions and planning at the local level.

The California Community Colleges system has adopted Guided Pathways as its organizing framework to advance its "North Star," the Vision for Success.

At the heart of Vision for Success is to ensure equitable success for all students, and this requires a fundamental shift in mindset away from the right to fail era, where failure for some is baked into the higher education experience, and the dismantling of inequitable structures and practices from that era. It is the System's commitment to turn the Guided Pathways grant program into equitable structures, policies and practices across the system. We will continue to keep the Legislature informed of the continuous improvement approach by the colleges and summarize key recommendations for future implementation practices.

APPENDIX A: SCALE OF ADOPTION ASSESSMENT PRACTICES

Below are definitions and practice information for the Scale of Adoption Assessment (SOAA), and related data for the California Community Colleges.

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.

5. Required math courses are appropriately aligned with the student's field of study.

PILLAR 2: GET ON THE PATH

1. 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.

2. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

3. 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.

4. 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).

5. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

6. 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

1. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

2. Students can easily see how far they have come and what they need to do to complete their program.

3. 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.

4. 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.

5. 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

1. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

2. 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).

3. 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.

4. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

5. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

6. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

SCALE OF ADOPTION ASSESSMENT PRACTICES DATA

The data presented shows Scale of Adoption Assessment data comparisons between the 2019-20 and 2020-21 academic years. Each graph represents a "pillar" of Guided Pathways implementation.

Chart 2 – Pillar 1: Average Systemwide Implementation Progress

Bar chart showing average systemwide implementation progress for Pillar 1 across categories A–E, comparing 2019-2020 and 2020-2021:

- A: 2019-2020 = 2.28, 2020-2021 = 3.86
- B: 2019-2020 = 3.12, 2020-2021 = 3.55
- C: 2019-2020 = 2.92, 2020-2021 = 3.50
- D: 2019-2020 = 3.23, 2020-2021 = 3.69
- E: 2019-2020 = 3.94, 2020-2021 = 4.20

Legend: 2019-2020, 2020-2021
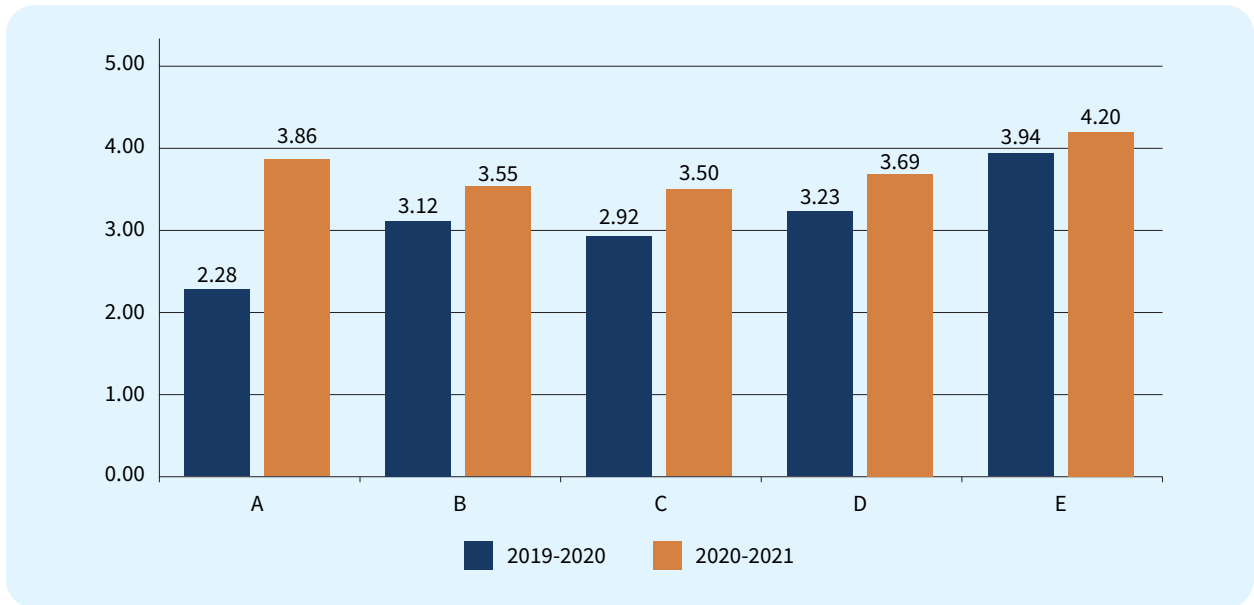
Chart 3 – Pillar 2: Average Systemwide Implementation Progress

Bar chart showing average systemwide implementation progress for Pillar 2 across categories A–F, comparing 2019-2020 and 2020-2021:

- A: 2019-2020 = 3.05, 2020-2021 = 3.49
- B: 2019-2020 = 2.94, 2020-2021 = 3.35
- C: 2019-2020 = 3.89, 2020-2021 = 4.09
- D: 2019-2020 = 3.98, 2020-2021 = 4.22
- E: 2019-2020 = 2.96, 2020-2021 = 3.49
- F: 2019-2020 = 2.50, 2020-2021 = 3.72

Legend: 2019-2020, 2020-2021
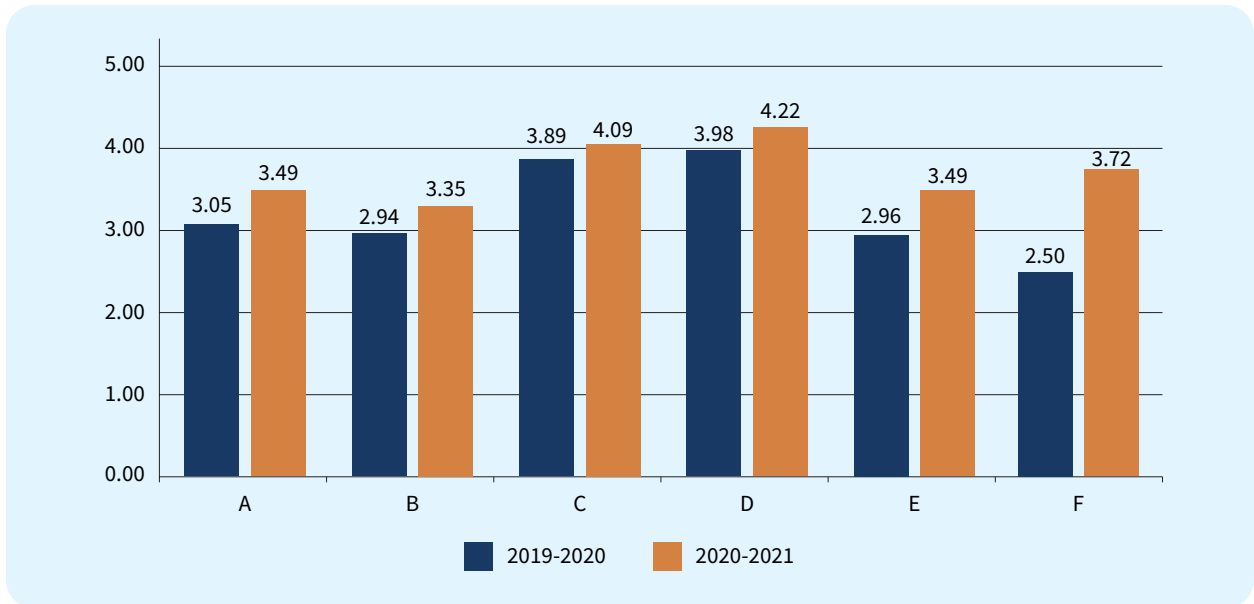
Chart 4 – Pillar 3 Average Systemwide Implementation Progress

Chart 4 bar data:

	2019-2020	2020-2021
A	2.68	3.14
B	2.96	3.41
C	2.50	2.85
D	2.42	2.73
E	2.74	3.13
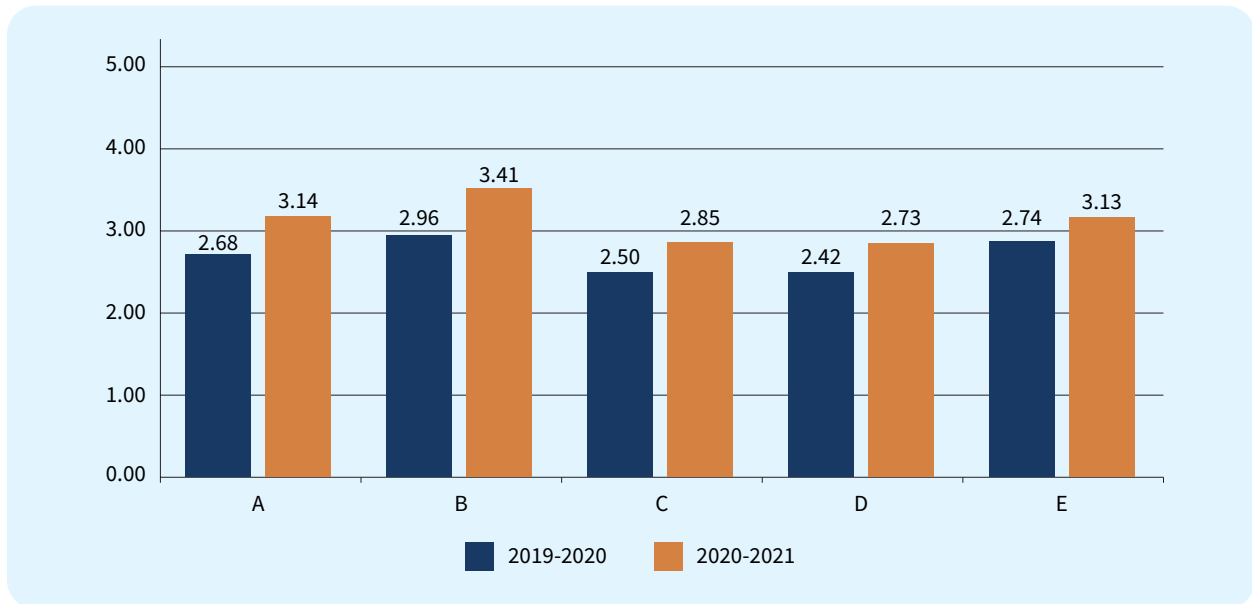
Chart 5 – Pillar 4 Average Systemwide Implementation Progress

Chart 5 bar data:

	2019-2020	2020-2021
A	3.30	3.54
B	3.19	3.41
C	2.80	3.02
D	3.83	4.02
E	3.61	3.88
F	2.19	2.42
G	2.95	3.15
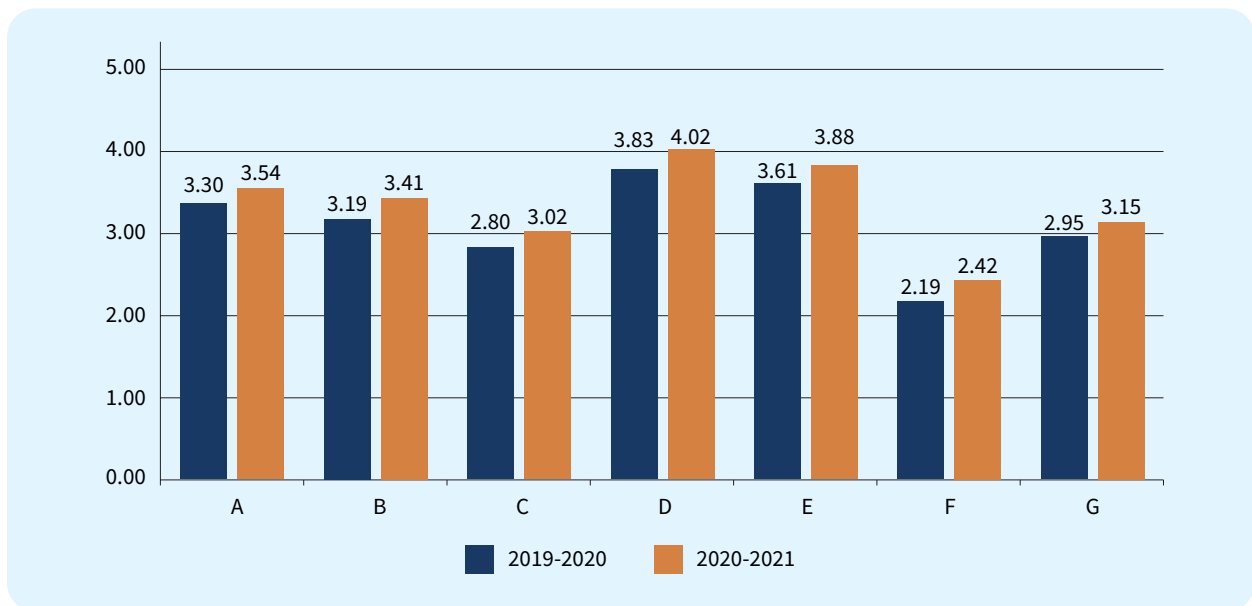
APPENDIX B: SCALING DATA AND REGIONAL DATA

The data presented in the following tables are segmented by percentage of colleges and by region.

SCALING DATA

Looking at the percentage of colleges at scale reveals that colleges are largely still in progress for Pillars 1 and 2 and are actively working towards Pillars 3 and 4. Practices within Pillars 3 and 4 are much more likely to be in the planning phase or in progress, but colleges are varied in their overall progress.

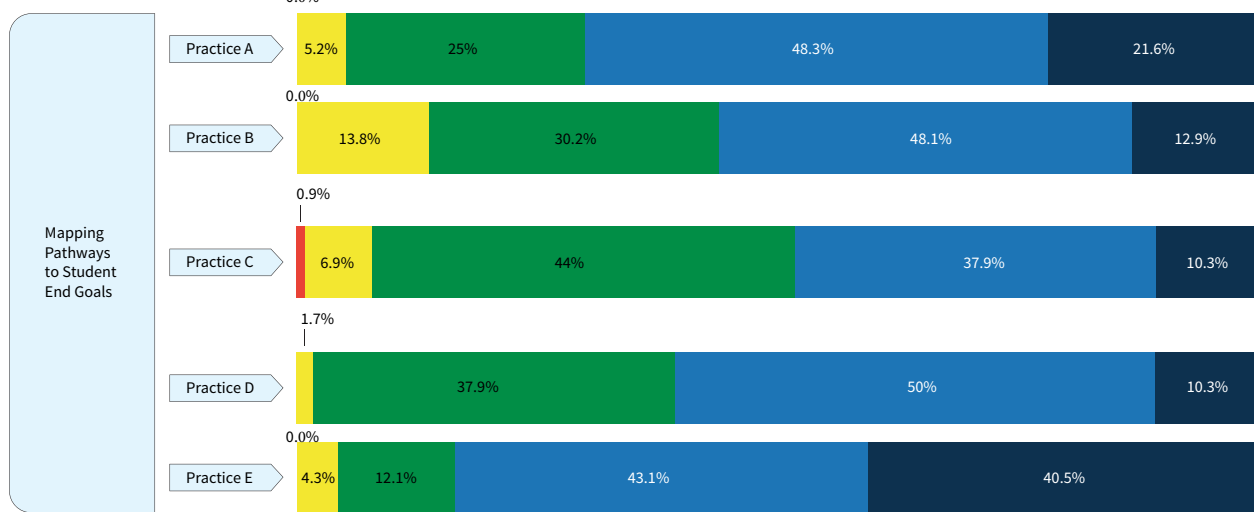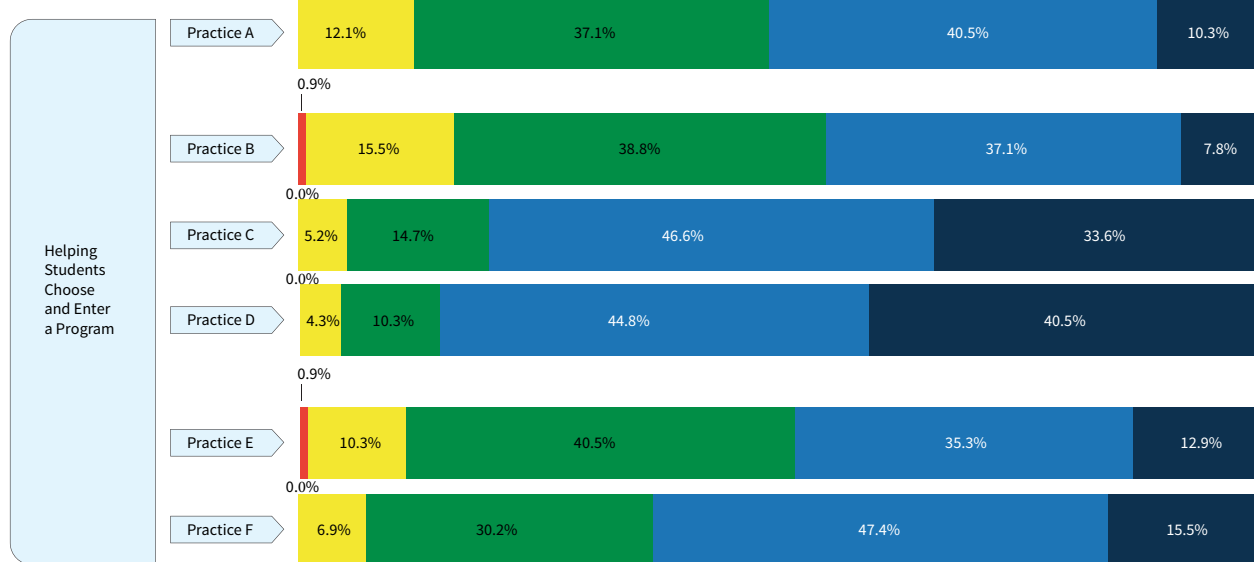**Percentage of Colleges on this Scale**

■ Not Occuring (%)　■ Not Systematic (%)　■ Planning to Scale (%)　■ Scaling to Progress (%)　■ At Scale (%)

PILLAR 1

Mapping Pathways to Student End Goals

Practice	Not Occuring	Not Systematic	Planning to Scale	Scaling to Progress	At Scale
Practice A	0.0%	5.2%	25%	48.3%	21.6%
Practice B	0.0%	13.8%	30.2%	48.1%	12.9%
Practice C	0.9%	6.9%	44%	37.9%	10.3%
Practice D	1.7%		37.9%	50%	10.3%
Practice E	0.0%	4.3%	12.1%	43.1%	40.5%

PILLAR 2

Helping Students Choose and Enter a Program

Practice	Not Occuring	Not Systematic	Planning to Scale	Scaling to Progress	At Scale
Practice A	0.0%	12.1%	37.1%	40.5%	10.3%
Practice B	0.9%	15.5%	38.8%	37.1%	7.8%
Practice C	0.0%	5.2%	14.7%	46.6%	33.6%
Practice D	0.0%	4.3%	10.3%	44.8%	40.5%
Practice E	0.9%	10.3%	40.5%	35.3%	12.9%
Practice F	0.0%	6.9%	30.2%	47.4%	15.5%

Percentage of Colleges on this Scale

- Not Occuring (%)
- Not Systematic (%)
- Planning to Scale (%)
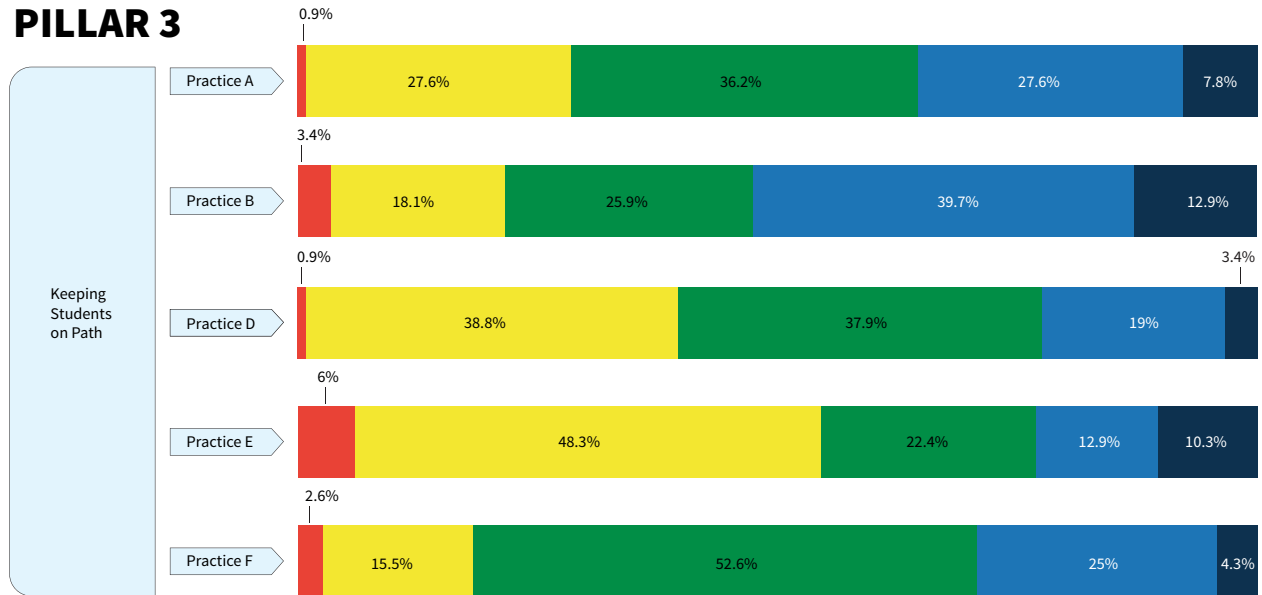- Scaling to Progress (%)
- At Scale (%)

PILLAR 3

Keeping Students on Path

Practice	Not Occuring	Not Systematic	Planning to Scale	Scaling to Progress	At Scale
Practice A	0.9%	27.6%	36.2%	27.6%	7.8%
Practice B	3.4%	18.1%	25.9%	39.7%	12.9%
Practice D	0.9%	38.8%	37.9%	19%	3.4%
Practice E	6%	48.3%	22.4%	12.9%	10.3%
Practice F	2.6%	15.5%	52.6%	25%	4.3%

PILLAR 4

Ensuring that Students are Learning

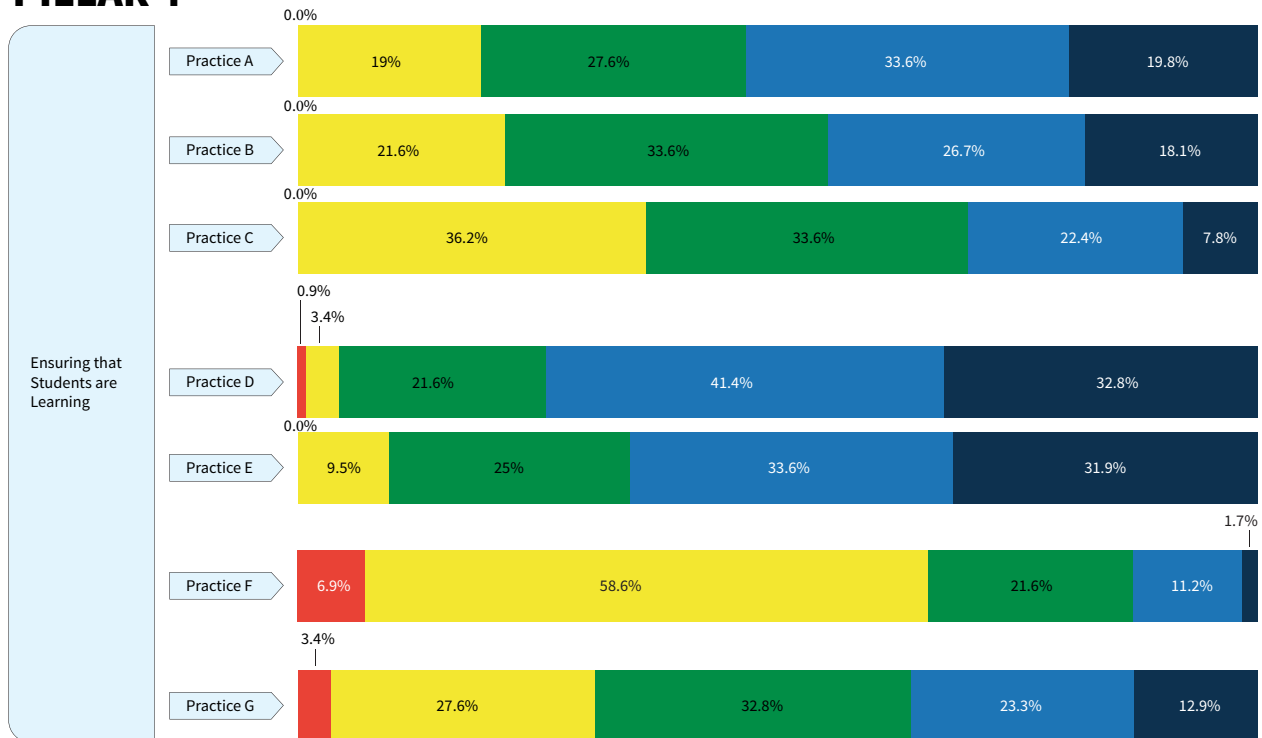| Practice	Not Occuring	Not Systematic	Planning to Scale	Scaling to Progress	At Scale
Practice A	0.0%	19%	27.6%	33.6%	19.8%
Practice B	0.0%	21.6%	33.6%	26.7%	18.1%
Practice C	0.0%	36.2%	33.6%	22.4%	7.8%
Practice D	0.9%	3.4%	21.6%	41.4%	32.8%
Practice E	0.0%	9.5%	25%	33.6%	31.9%
Practice F	6.9%	58.6%	21.6%	11.2%	1.7%
Practice G	3.4%	27.6%	32.8%	23.3%	12.9%

Table 8 – Systemwide Guided Pathways Practices SOAA

APPENDIX C: GUIDED PATHWAYS PILOT PROJECT (CAGP 1.0 AND 2.0) - 20-COLLEGE DEMONSTRATION PROJECT

Twenty California Community Colleges participated in the California Guided Pathways Demonstration Project (CAGP) in 2016. The CAGP 1.0 project (2017-2019) was a broad-based collaboration designed to adapt the national American Association of Community Colleges (AACC) Pathways model to the California context. The project was geared to colleges that were ready to implement Guided Pathways at scale within three years and participating colleges were chosen through a competitive application and interview process.

Colleges sent cross-functional teams to six multi-day institutes and received training from state and national experts to support the redesign process. The topics of the institutes included: Leadership for Transformational Change, Mapping Pathways through the Institution, Pathways to Transfer and Employment, Redesigning Student Intake and Ongoing Student Support, Ensuring Students are Learning and Progressing along the Pathway, and Ensuring Equity Through Guided Pathways. These topics would lead to core elements of Guided Pathways program.

With significant progress having been made by the 20 colleges participating in the initial, CAGP 1.0 project, CAGP 2.0 was designed with the goal of increasing the number of colleges demonstrating scaled implementation of guided pathways. It included a more ambitious service structure that includes site visits, office hours, virtual consultancies, and topical webinars. Based on learning from CAGP 1.0 and more national research on Guided Pathways, any new resources created infused more integration with Vision for Success goals.

Guided Pathways 2.0 built on the 1.0 cohort by adding 23 new colleges. Through 2024, NCII is providing structured support to colleges through 2-3 day institutes, webinars, and virtual consultancies to help colleges implement GP. All colleges can access resources developed in this project through the Vision Resource Center. In the Guided Pathways community of the Vision Resource Center, within the Guided Pathways 2.0 folder, anyone at a California community college can view recordings and presentations, as well as read summaries from the institutes that include resources offered by presenters and by session participants.

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