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Implementing Guided Pathways in the California Community Colleges: Findings from Spring 2019 College Visits

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Executive Summary

Community colleges across California are working to develop and implement Guided Pathways (GP) to better support students and improve outcomes, in response to the California Community Colleges Guided Pathways (CCCGP) framework introduced by the California Community Colleges Chancellor's Office (CCCCO) in 2017. Students' perspectives and needs appear to align well with the purposes of GP and, as awareness of GP spreads, college personnel are largely hopeful about its potential to improve students' experiences and outcomes. The colleges are generally at the pre-implementation phase in developing GP (including discussion, planning, and early design work), and face an array of challenges as they move toward design and implementation. How well the CCCCO and its GP support structures address these challenges may impact the timelines that colleges need to implement CCCGP.

These findings are based on an evaluation study undertaken by the Education Insights Center at the request of the Foundation for California Community Colleges and CCCGP leadership at the CCCCO, aimed at better understanding the rollout, planning, implementation, and impact of CCCGP. The CCCGP framework has two overarching aims: (1) to provide all students in the community colleges with clear curricular pathways integrated with support services to promote better enrollment decisions and improve student progress and outcomes, and (2) to better align various initiatives and programs in the California Community College system to support the goals of the system's *Vision for Success*. In 2017, the state of California allocated a total of $150 million to support the adoption of the CCCGP framework by each college.

This report summarizes findings and implications from the evaluation of the colleges' experiences to date with the CCCGP efforts. We are utilizing a case study approach to follow 12 colleges through the first several years of implementing CCCGP. We conducted interviews and focus groups with almost 400 college leadership, faculty, staff, and students to gather information about the colleges' experiences with CCCGP efforts. To validate findings more broadly, we received over 150 responses to a survey of GP committee members at colleges that were not included in the case studies.

Key Findings

Our findings are organized around two main areas: (1) students' experiences and (2) pre-implementation of CCCGP at the colleges.

Student Experiences

Most students were not familiar with GP per se, but the experiences and the barriers they described spoke to the need for more structured guidance from colleges, which aligns well with the key purposes in implementing GP. When asked about the challenges they face in pursuing their educational goals, students cited institutional as well as external barriers to their progress. On the other hand, college personnel more often rated external barriers (such as balancing work and home life) as highly common impediments to student progress than institutional barriers (such as gaining access to counselors and courses).

Pre-Implementation of GP at the Colleges

Colleges appear to be at the pre-implementation phase of adopting the CCCGP framework, including discussion, planning, and early design work. For example, college personnel exhibited broad awareness of GP (with some constituencies more informed than others), they were familiar with several benefits and limitations in adopting GP, and they described committee structures as evolving as implementation gets underway—but most did not have a deep understanding of how to use GP as a framework for integrating services and programs. Many colleges appear to be engaging in discussions and early work to develop meta majors and program maps, but only a few are ready to pilot them. Some are making progress toward pathways-based student services. Most expect concrete progress in these areas this year.

The challenges that college personnel described also suggest their engagement with the early stages of implementation. They are struggling with managing change efforts generally, including communications and technology infrastructure. They are experiencing capacity constraints and leadership challenges. They are wondering how to tailor GP for specific student populations. They lack sufficient clarity about how the CCCCO is integrating its efforts, particularly around equity, and they lack a model for collaboration within their institutions and across the system.

In general, college personnel said they feel somewhat overwhelmed by the implementation supports they receive, reporting they lacked a clear roadmap for understanding the landscape of and connection between resources offered by the CCCCO and by other organizations. GP supports that they described to be useful generally included three components: sustained learning, coaching, and cohort models. Their suggestions for improving supports are well aligned with the challenges they articulated. For example, they would like to see just-in-time resources and assistance tailored to the GP implementation phase they are in. They would like to receive support in communicating with stakeholders and building technology infrastructure. College personnel would also like to see better integration and alignment of CCCCO efforts and more clarity about how equity is embedded in those efforts.

Recommendations

We found several opportunities for strengthening the CCCCO's support for CCCGP. To advance progress in these areas, we offer the following recommendations:

- Articulate a common definition of equity to inform all aspects of CCCGP.
- Model integration of CCCCO structures and priorities.
- Support strategic alignment of CCCGP at the district, regional, or system level, as appropriate.
- Improve coherence among CCCCO and non-CCCCO professional learning resources.
- Create sustained learning opportunities with coaching and peer support.

We will prepare for the second round of visits to the 12 case study colleges, planned for spring 2020, to reflect on our learnings from the initial visits and college plans. Our next visit will focus on the progress colleges have made over the year, the challenges they face in their new stage of planning and implementation, and the kinds of supports they need to continue their efforts.

California Community Colleges Are Working to Develop Guided Pathways

Community colleges across California are working to develop and implement Guided Pathways (GP) to better support students and improve outcomes, in response to the California Community Colleges Guided Pathways (CCCGP)* framework introduced by the California Community Colleges Chancellor's Office (CCCCO) in 2017. Students' perspectives and needs appear to align well with the purposes of GP and, as awareness of GP spreads, college personnel are largely hopeful about its potential to improve students' experiences and outcomes. The colleges are generally at the pre-implementation phase in developing GP (including discussion, planning, and early design work), and face an array of challenges as they move toward design and implementation. For example, they are struggling with managing change efforts generally, including communications and technology infrastructure (such as integrating course scheduling, registration, and student education plans). They are experiencing capacity constraints and leadership challenges. They are wondering how to tailor GP for specific student populations. They lack sufficient clarity about how the CCCCO is integrating its efforts, particularly around equity, and they lack a framework for collaboration within and across the system. How well the CCCCO and its GP support structures address these challenges may impact the timelines that colleges need to implement the CCCGP framework.

These findings are based on an evaluation study undertaken by the Education Insights Center at the request of the Foundation for California Community Colleges (Foundation) and CCCGP leadership at the CCCCO, aimed at better understanding the rollout, planning, implementation, and impact of CCCGP. The purpose of the evaluation is to:

- help the CCCCO understand how it communicates about CCCGP to the colleges and responds to their needs; and
- facilitate learning across the colleges engaged in the CCCGP planning and implementation efforts.

The CCCGP framework has two overarching aims: (1) to provide all students in the community colleges with clear curricular pathways integrated with support services to promote better enrollment decisions and improve student progress and outcomes, and (2) to better align various initiatives and programs in the California Community College (CCC) system to support the goals of the system's *Vision for Success* (*Vision*). In 2017, the state of California allocated a total of $150 million to support the adoption of the framework by each college in the system, with plans to allocate the funds to the colleges over five years, through 2021-22.

As a vehicle for education reform, GP has been gaining traction nationally and accelerated in 2016 with the publication of *Redesigning America's Community Colleges* by the Community College Research Center at Columbia University—a national project of the American

*For this report, we use the acronym "CCCGP" to refer to the evaluation, the CCCCO GP leadership, or the specific CCC framework. Otherwise, we use the acronym "GP" to refer to college efforts, as this was the common usage among interviewees during the college visits.

Association of Community Colleges (AACC) aimed at helping community colleges design and implement structured academic and career pathways at scale for all students.[1, 2] The GP approach is based on four pillars: (1) creating clear curricular pathways to employment and further education, (2) helping students choose and enter a path, (3) helping students stay on their path, and (4) ensuring students achieve their learning outcomes. Curricular pathways are integrated with support services to ensure student success.

While a number of California's community colleges were already engaged with these and other GP efforts, the launch of the systemwide CCCGP framework in 2017-18 represented a strategic decision on the part of the Legislature and the CCCCO to scale up GP rapidly across the entire system.[3] The framework is intended to be the primary vehicle for integrating various statewide reform efforts meant to achieve the goals and commitments of the *Vision*. During the 2017-18 academic year, the CCCCO worked to roll out the CCCGP framework to all colleges in the system, to develop a process for awarding the $150 million in one-time funding from the Legislature, and to begin putting in place critical supports to help with multi-year college implementation efforts. During 2018-19, the CCCCO expanded its complement of resources and supports, providing regional CCCGP workshops to college personnel across the state; hiring Regional Coordinators to provide local support to colleges and districts within particular regions; and introducing the Vision Resource Center, an online portal for accessing professional development resources related to CCCGP.

Our evaluation takes a developmental approach that relies primarily on qualitative methods as the CCCCO evolves its strategies to support the colleges in their early stages of designing and implementing the CCCGP framework (see sidebar, Developmental Evaluation Approach and Research Methods, and Appendix A: Detailed Evaluation Methodology). In this report, we summarize findings and implications from the colleges' experiences to date with the CCCGP planning and implementation process. In spring 2019, we initiated a series of case studies designed to follow 12 colleges through the first several years of implementing the CCCGP framework. We conducted interviews and focus groups with college leadership, faculty, staff, and students to gather information about the colleges' experiences with GP. To validate findings more broadly, we also administered a survey to GP committee members at colleges that were not included in the case studies.

Developmental Evaluation Approach and Research Methods

Developmental evaluation supports the emergence of innovation in complex systems, such as the 115 colleges in the CCC system. It is well-suited to understanding large-scale, collaborative change initiatives such as CCCGP, whose aim is to encourage adoption of a framework across the system and can be customized to local needs rather than standardized across all colleges. Our approach to developmental evaluation aims to provide ongoing, evidence-based feedback to help the CCCCO tailor its supports to meet the needs of the colleges. Our evaluation is driven by three research questions:

- What is the structure of the CCCCO as it relates to CCCGP?
- How does the CCCCO provide information and support to the colleges implementing the framework?
- How do colleges experience the communication of and supports for CCCGP?

A previous report published in December 2018, *Implementing Guided Pathways in the California Community Colleges: Building Leadership for Change*, summarized findings addressing the first two research questions, based on semi-structured interviews with GP stakeholders, document reviews, and observations of meetings. To begin addressing the third research question, this report summarizes findings from the following research activities:

- Conducted site visits and interviewed almost 400 college personnel and students from 12 case study colleges between February and April 2019. The 12 colleges in the case studies are:

Antelope Valley College	Norco College
College of the Desert	Sacramento City College
Contra Costa College	Santa Ana College
Cuyamaca College	Santa Rosa Junior College
East Los Angeles College	Shasta College
Fresno City College	West Hills College Coalinga

- Received over 150 survey responses from college GP committee members in September 2019.
- Observed four GP Advisory Committee (GPAC) meetings between March and August 2019, observed other selected meetings and workshops, and reviewed relevant CCCGP documents.

For additional information about our evaluation methodology, see Appendix A; Appendix B: Guided Pathways Spring 2019 Interview and Focus Group Protocols; Appendix C: College Guided Pathways Committee Survey; and Appendix D: College Guided Pathways Committee Survey Frequency Counts.

Student Experiences and Perspectives

In light of GP's emphasis on restructuring the college around students' pathways, we begin by highlighting students' perspectives about their experiences, the barriers they face, and their suggestions for improvement. Based on what we heard in focus groups with a total of 80 students across the 12 case study colleges, students' perspectives align well with the priorities and purposes of implementing GP at the colleges. Most students were not familiar with GP per se, but the experiences and the barriers they described spoke to the need for more structured guidance from colleges, which aligns well with the key purposes in implementing GP. When asked about the challenges they face in pursuing their educational goals, students cited institutional as well as external barriers to their progress. On the other hand, college personnel more often rated external barriers (such as balancing work and home life) as highly common impediments to student progress than institutional barriers (such as gaining access to counselors and courses).

Students Mostly Unaware of GP, but Optimistic about Its Potential Benefits

Students who were not directly involved in GP efforts at their college had low awareness of GP. However, when we explained the GP concept to them, most students were favorable about the potential benefits of the framework, consistent with the findings of a recent survey of community college students.[4] Students that we spoke with were optimistic about the opportunities that structured program pathways might provide for them, including clear guidance on course taking and careers, areas that they had identified as lacking. They also described the potential benefits of decreased time to completion.

> *"I like [Guided Pathways] because it definitely makes it easier for people. School is stressful enough and then trying to figure out how to get your classes and what to do and getting thrown into it makes it more stressful…You're putting so much money and time into [school], so just having that pathway to know this is what I'm going to need to get from here to there and get out of here in a certain amount of time, I think that's really helpful. I think that would be really good."* - Student

> *"[Some college personnel] here have the perspective that the Chancellor's Office just wants to get students through here as fast as possible to produce either more transfer students or more workers. That was why in the beginning I thought that, too, but now I'm seeing that a lot of the support systems could actually benefit and enrich the services that we have here. [Guided Pathways] can strengthen the way people support students: from admissions and records, financial aid, student support services…I feel it could offer retention opportunity also... there are going to be a lot of students that are going to be retained just because the services are a lot easier to access."* - Student

Students Lacked Systematic Guidance about Choosing a Program of Study

Rarely did students select their program of study with systematic, structured guidance. Instead, most students selected their academic program through informal processes. They either enrolled in college with an idea of what they wanted to study, picked a path of study based on an interesting class, or selected courses through ad hoc support from faculty, staff, or peers.

> *"[Students] just stay here for a long time... it's probably because the student is confused, because they don't know what they want to do. And if they sit there, and mine into what they want to do, when they change their mind later, [and then] change their mind later, [and then] change their mind later, they'll never get out. And that's probably because there's nothing there to guide them."* - Student

> *"You just have to get information on your own. Like a counselor can tell you…the structure, but it's your choice to get informed like, 'This class benefits me for this.'…But you need to be ahead of the game to be informed on your own and do your own research. Ask your schoolmates who've gone through it. Ask your professors."* - Student

> *"When you first register [at my college], they give you a list of majors that you can declare yourself as and a lot of the problem was that a lot of our students were just picking accounting because it was the first thing they saw and they were like, 'Yeah, that.' I feel like maybe if they gave us little descriptions on each one too, like, 'This is the major,' and like you were saying, the jobs, 'These are the jobs that go along with it. You'd be in accounting, you can do this and you can do that.' Then, with each one, give…just a quick run-through."* - Student

Most Students Expected to Graduate in Two Years, but Revised Expectations

Upon entering college, students had high educational aspirations, including completing their degrees in a timely manner, transferring to a four-year institution, and obtaining a graduate degree. For the most part, they planned to spend two years at community college, but they had to revise their expectations after it took longer to achieve their educational goals.

> *"Well, for myself, it'll take me three years, so I'm taking more time I guess. I did feel the pressure, especially now since a lot of my peers, my cohorts, they are graduating. But, after speaking with some counselors and professors, I realized everyone's different for their time lapse. I would have wished that at the beginning of my year, I went with the idea of exactly what I want to do and not have wasted a year just trying to discover what's out there."* - Student

> *"This is my third year here. But I feel like it's been longer due to me working, but also because of the classes. Because I had to wait on certain classes to take another series. That kind of brings you back a little bit."* - Student

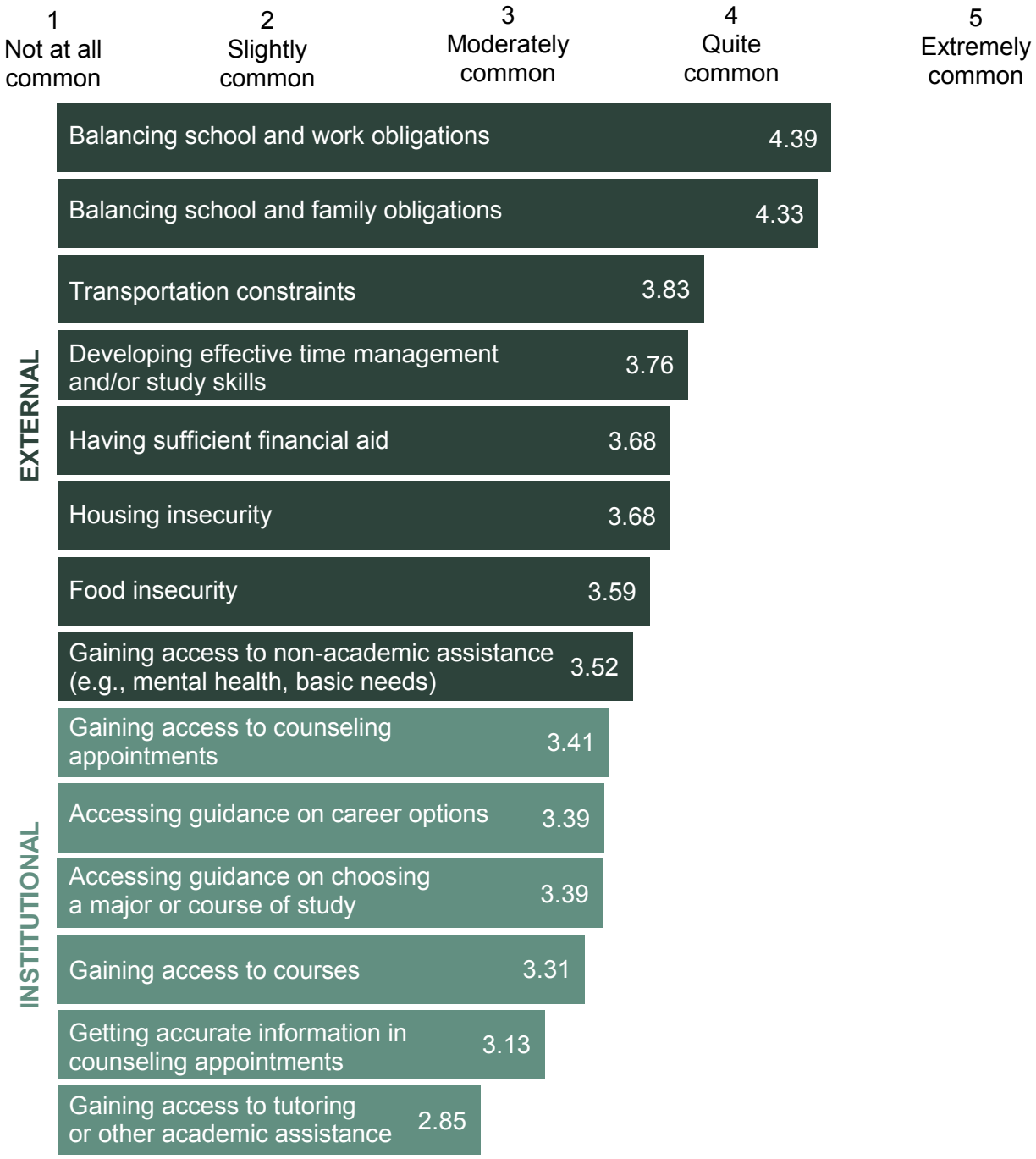
Students Cited Institutional and External Factors as Key Barriers to Timely Completion

When asked about the challenges they faced in achieving their educational goals, students were quick to describe institutional barriers, such as difficulties in accessing high-quality counseling appointments and in selecting and completing their programs of study (e.g., lack of course availability, challenges with course registration). Students also cited external barriers that often made it challenging to meet their educational expectations (e.g., balancing academic and personal obligations, financial struggles, and basic needs insecurity). On the other hand, based on our findings from the college GP committee survey, college personnel more often rated barriers external to the college as highly common for students than those internal to the college (see Figure 1).

> *"[Students] have to wait two weeks before seeing the counselor…it's super congested, especially during the beginning of the semester, lines are out the door to try to get a counselor. They did their best to see everybody, but then you don't even get that kind of quality help because then they're just trying to rush every student through. Like, 'Oh look, just take this class, take that class, take this class.' And if that doesn't even work, then [students] have to get back in line."* - Student

> *"There are so many obstacles. There are relationship problems. There are financial problems. There are car problems. There are so many things in life that happen. There are obstacles all day long…Hunger on campus, people without a roof or shelter. There are so many economic difficulties within the community of [the college]."* - Student

Figure 1. GP Committee Members Rated External Barriers to Student Success as More Common than Institutional Barriers



Students Requested Help with Accessing College Resources and Individualized Support

When asked about their suggestions for how their college can best support students' needs, students identified aspects of their college experiences that helped them in achieving their goals, including awareness of and access to academic and non-academic resources. For example, students suggested that better advertising of broadly available resources would be useful. Students also said that individualized support would be beneficial and often pointed to positive aspects of services from specialized support programs (e.g., Extended Opportunity Program and Services; California Work Opportunity and Responsibility to Kids; and science, technology, engineering, and math programs). Those who were part of or who were familiar with specialized support programs reported that the individualized support from counselors in those programs, as well as the guidance with course and career planning, were highly valuable.

> *"[A college-wide newsletter would be helpful] because a lot of programs happen on campus. There will be meetings, things with free food and activities, but not many people know about it, or maybe a handful of people will show up. I think a lot of it has to do with the school really communicating. There are a lot of resources, a lot of scholarships, but people just don't know about it."* - Student

> *"But I think if the counselor can really engage in that person's actual life—what they're doing, how they're living, what their stresses are, what they can do to help—the counselor can really help guide that student, whichever way they should go."* - Student

> *"Yeah, I feel like career exposure is a big thing... For me, as a first-generation [student], I didn't know what to do, but I needed that career exposure, and I had to expose myself to that, and that's what eventually led to the major. I would appreciate if maybe [my college] did something like bring a little fair of the different careers that they have here. We do have a career counselor, but he's more focused on providing assessment tests, doing resumes, and all that kind of stuff. If maybe we had this fair for the different departments, the advisors, and give just a little glimpse of different programs and what they do, that would be helpful."* - Student

Pre-Implementation of Guided Pathways at the Colleges

We focus next on our findings from interviews and focus groups with over 300 college personnel across the 12 case study colleges, regarding the design and implementation of GP at the colleges, the utility of GP resources and supports provided to them, and their suggestions for improvements. Colleges appear to be at the pre-implementation phase of adopting the CCCGP framework, including discussion, planning, and early design work. For example, college personnel exhibited broad awareness of GP (with some constituencies more informed than others), they were familiar with several benefits and limitations in adopting GP, and they described committee structures as evolving as implementation gets underway—but most did not have a deep understanding of how to use GP as a framework for integrating services and programs. Many colleges appear to be engaging in discussions and early work to develop meta majors and program maps, but only a few are ready to pilot them. Some are making progress toward pathways-based student services. Most expect concrete progress in these areas this year.

The challenges that college personnel described also suggest their engagement with the onset of implementation. They are struggling with managing change efforts generally, including communications and technology infrastructure (such as integrating course scheduling, registration, and student education plans). They are experiencing capacity constraints and leadership challenges. They are wondering how to tailor GP for specific student populations. They lack sufficient clarity about how the CCCCO is integrating its efforts, particularly around equity, and they lack a framework for collaboration within and across the system.

In general, college personnel said they feel somewhat overwhelmed by the implementation supports they receive, but described several to be useful, including those focused on sustained learning, coaching, and cohort models. Their suggestions for improving supports are well aligned with the challenges they articulated. For example, they would like to see just-in-time resources and assistance tailored to the GP implementation phase they are in. They would like to receive support in communicating with stakeholders (including the CCCCO as convener), support in building technology infrastructure, and better alignment of CCCCO efforts.

Awareness of GP at the Colleges

College personnel at most of the colleges we studied, with the exception of adjunct faculty and classified staff, were broadly aware of GP. Those who knew about GP exhibited a general understanding of the CCCGP framework but were not clear about how to integrate services and programs around student pathways at their college.

Broad Awareness of GP, but Depth of Understanding Varies by Engagement Level

We found broad awareness of GP among college personnel at most colleges we visited, with variation in depth of understanding by the level of direct involvement with GP efforts. Some college representatives reported that, while most personnel at the college had heard of GP, only those directly involved in planning efforts, such as members of the GP committee or

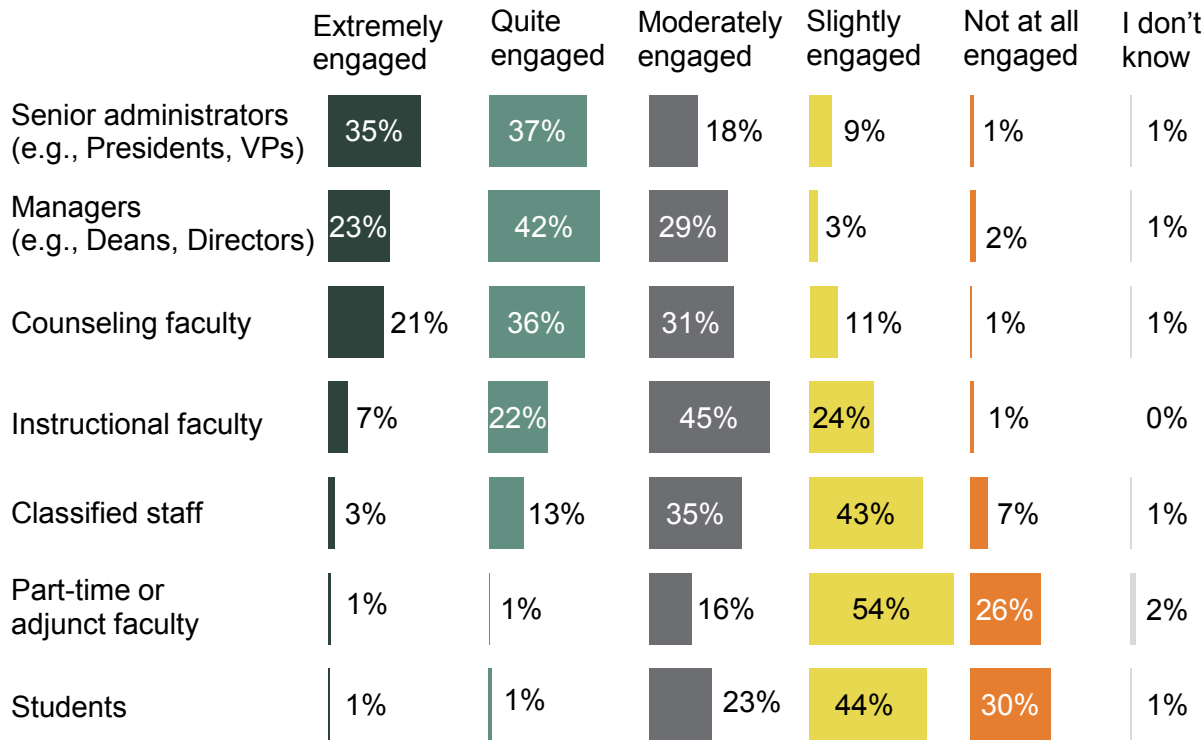
workgroups, had a robust understanding of the framework. At a few colleges, especially those that had held convocation or all-college events related to GP, awareness was widespread across most personnel. Colleges have promoted awareness through a variety of mechanisms, including holding dedicated GP sessions at convocation, all-college days, and flex days; conducting surveys and focus groups; updating personnel at standing meetings and through town halls; and disseminating information via websites and other electronic communications. Personnel also reported learning about GP through their respective Academic Senates (faculty or classified), by peer or supervisor word of mouth, and via systemwide communication mechanisms and supports.

> *"Our last three convocations have focused around Guided Pathways, so I think that if initially somebody thought, 'Oh, yeah, this is just something they're talking about today and then it's going to be gone in a year,' I think we're convincing people that that's not the case because we [are] doing it again at the next convocation...So, I think it's sticking."* - Instructional Faculty

Engaging Adjunct Faculty and Classified Staff Poses Unique Challenges

Almost all colleges, including those where awareness is quite broad, reported that engaging some constituencies is challenging. Part-time adjunct instructors, who typically teach at more than one college ("freeway flyers"), were among the most difficult constituencies to reach, because they are on campus infrequently and because their compensation structure can make it difficult for them to participate in activities beyond the courses they teach. Since part-time adjuncts teach a significant share of the classes at many colleges, interviewees saw them as an important group to engage. Classified staff were also frequently cited as having more limited awareness. At some colleges, they were not perceived as directly relevant to GP unless they were in student-facing roles. More commonly, college personnel recognized all classified staff as having an essential role to play in GP; however, they said they found it challenging to devise ways to engage staff in GP-related activities, since they had to be at their desks to serve students and there was no one else to cover their duties. Classified staff who were interviewed said they wanted to be engaged, but most said they lacked a concrete understanding of their role with GP. These findings were consistent with the college GP committee survey. Respondents identified senior administrators as the most engaged college personnel, and classified staff and part-time or adjunct faculty as the least engaged personnel (see Figure 2).

Figure 2. Classified Staff, Adjunct Faculty, and Students Identified as Least Engaged in GP Efforts



"We have...a large number of adjunct faculty who only are here for specific classes, and it's hard for them to participate. A lot of times they may not even live [locally]; they might be commuting out here…We run with just a few full-time faculty, and we have a lot of part-timers. Of course you're going to see…those faces far more often than you will from adjunct." - Counseling Faculty

"The classified employees...don't quite know how Guided Pathways affects them, or how...they contribute to it...They're the frontline people and Guided Pathways, if you do it right, it changes everybody's job. Even something as simple as having the groundskeepers imbued with an attitude that if a student looks confused, put down the lawn mower and go over and say, 'Hey, are you looking for something? Can I help you?'...That's what Guided Pathways do, it's not just changing the curriculum and building the meta majors, it's creating this whole cultural environment of everybody's here to embrace the students. So, that concerns me that [classified staff are] not feeling like they've been involved yet."
- Vice President

"Our president has done a very good job of communicating to us that we all matter, but for me, my opinion, I think I look at Guided Pathways as more of a faculty-driven thing. They're the ones writing up the paper and what's going to

happen with the meta majors and we kind of fall in line with that. And that's not necessarily a negative thing...that's kind of how I look at it." - Classified Staff

Students, with the Exception of Some Student Leaders, Are Mostly Unaware of GP

In interviews, college personnel said that students are mostly unaware of GP, a finding that is consistent with our focus groups with students and with survey results of the perceptions of college GP committee members, who rated students as the least engaged with GP efforts to date (see Figure 2). A few colleges have engaged student leaders in GP planning or consultation, and others have reached small numbers of students through mechanisms such as surveys, focus groups, or program mapping activities (see sidebar, Colleges across the System Use a Variety of Strategies to Engage Students). However, colleges have not yet formally rolled out GP to their student bodies as a whole. Many interviewees expressed interest in getting students more engaged or said they had plans underway to do so. Overall, colleges appear to be still considering the best strategies and vocabulary to use in communicating with students about GP, recognizing that the rollout to students will need to use different strategies than the approaches used with college personnel.

"Students don't necessarily need the vocabulary of Guided Pathway, meta major. What they need is, what is the underlying concept of 'What does it mean for me?' And how are we articulating that so that it's in their language and makes sense to them, and they can connect to?" - Counseling Faculty

Colleges across the System Use a Variety of Strategies to Engage Students

Consistent with findings in case study colleges, college GP committee survey respondents reported that students have had the least engagement with college GP efforts to date. The most common strategies respondents reported for engaging students at their colleges included: consultation with student leaders (81%), student focus groups (70%), and student surveys (69%). A smaller percentage of respondents (28%) reported using information forums or town halls to engage students.

Less frequently cited student engagement strategies in order of frequency mentioned included: involving students (not necessarily student leaders) as part of GP committees and meetings; creating student advisory groups; engaging students in the classroom through in-class visits, presentations, or problem-solving activities; and engaging students informally through sidewalk conversations or other types of general inquiry.

The survey findings were largely consistent with the types and frequency of strategies identified in the case study colleges.

Personnel Understand GP as Integrated Framework, but Not How to Operationalize

Interviewees demonstrated a conceptual understanding of GP as a framework for integrating a wide range of student success efforts, and they cited messaging from the CCCCO regarding the way that the GP framework supports the *Vision*'s goals for timely completion and equitable

student outcomes. However, few interviewees were able to describe specific, concrete ways that their colleges were engaging in integrated planning using the CCCGP framework. Some interviewees noted that, in practice, they need a better understanding of how such integration would be achieved, or noted challenges with achieving such integration under the current funding, reporting, and organizational structures. Interviewees generally assessed their efforts at integrated planning to date as nascent or under development.

> *"I think we're okay with using the [Guided] Pathways framework as the foundation for all of these types of plans and initiatives. I think everyone's on board for that. I don't think anyone would disagree. In terms of how that looks on the ground in practice, it's different because when you start talking about budgets, you start talking about resources. You start talking about areas where people feel ownership, which is a strength and also a challenge when you're trying to integrate it for the collective."* - Dean

Colleges' GP Efforts Seem Aligned with Systemwide Vision, but Still under Development

Overall, interviewees reported that their college GP efforts were aligned with the systemwide vision. A number of interviewees agreed that GP is a flexible framework that can be adapted to colleges' unique needs and contexts. However, for the most part, interviewees reported that their colleges' visions for GP were still taking shape and that it was too early to articulate them fully. Interviewees at a few colleges perceived a greater emphasis on equity at their colleges than at the system level and cited equity as a key driver in their college's reform efforts.

> *"At this college, I would say there's more of a focus on equity than I've seen in most of the workshops, or presentations, or conferences that I've gone to that have a focus on Guided Pathways."* - Instructional Faculty

Perceived Benefits and Limitations of GP

Interviewees were generally optimistic about GP, particularly about its opportunities to improve students' experiences and outcomes and lead to more efficient, collaborative, student-centered institutions. Those who voiced concerns tended to focus on a potential loss of autonomy for instructors and limitations on student exploration and choice. Some also discussed initiative fatigue and GP as another "flavor of the month."

Perceived Benefit: Improved Student Experiences and Outcomes

Interviewees described the major benefits of GP in terms of creating more transparent and rational pathways for students, which would lead to better student experiences and improved outcomes. In addition to a better experience while in college, interviewees cited longer term positive outcomes including timely completion, equitable outcomes, reduced financial burden, and successful careers.

> *"What I noticed when I started doing...comprehensive education plans for every student [was] the sense of relief that students experienced when they saw that. So for me, there's a moral imperative with Guided Pathways to provide that*

clarity and relief to everyone, because not everybody sees a counselor." - Counseling Faculty

"If you come in and take an honest look at how it is to navigate as a student, you would see that it's a nightmare. God bless the well-supported, well-prepared students who can make it through, and all the casualties along the road...Now we're saying as a system we're not going to accept the casualties along the road, we're going to do something about it." - Vice President

"Guided Pathways' work is equity work. If we're able to redesign our colleges with this end in mind of all students getting to their goal, it will help us to decrease equity gaps versus doing small programs around the fringes that might impact 20 to 100 students. Now we're looking at how do we fundamentally change the organization so that all students potentially have access to the same structures, information, and support to get through?" - Vice President

Perceived Benefit: More Student-Centered Institutions and More Engaged Employees

In addition to seeing benefits for students, interviewees perceived benefits for increasing institutional effectiveness and employee engagement. They believed GP would create more student-centered institutions, where instructional faculty, counseling faculty, and staff collaborate to help students succeed. In particular, many interviewees cited increased communication and coordination between counseling and instructional faculty as a major perceived benefit. Some also observed that rationalizing curricula and student services would lead to more efficient and fiscally sound institutions. Finally, interviewees cited positive perceptions of the impact on college personnel. They thought that GP would lead to better informed, more engaged, and more effective faculty and staff, and some looked forward to being more effective and engaged in their own roles.

"I've been [on the] faculty for 20 years. And despite being in Senate leadership and having more involvement on campus than your average faculty, I don't know what's going on with most of the things that we're looking at with Guided Pathways. I don't have familiarity with all the wraparound services. I don't have familiarity with how our web page gets designed. I didn't know that we could control how our major shows up in CCCApply. And so I think for faculty, this is an opportunity for us to learn about how to help the whole student, and I think that's actually pretty exciting." - Instructional Faculty

"In a perfect world, Guided Pathways [will] allow us to more clearly communicate with each other so that counseling has their end goal for students, but we [in instruction] also have our end goal with our students. And instead of each other saying, 'I'm more important,' we can look at each other and say, 'We are equally important for our students' success.'" - Instructional Faculty

Perceived Concern: Limitations on Autonomy and Choice for Instructors and Students

The most frequently cited negative opinions of GP concerned a perceived loss of autonomy for instructors and limits on student choice and exploration. These perceptions were linked in characterizing GP as limiting the freedom of choice of both instructors and students to teach or take their desired courses and programs. Some expressed the fear that GP would emphasize career education (CE) programs over liberal arts and transfer. Others expressed concerns that students would be prematurely routed into specific pathways and that they would not be able to engage in exploration either for intellectual growth or to determine their desired path.

> *"There are some concerns that [Guided Pathways] will...prohibit the offerings that the [art, music, and theater] departments can schedule. And in those particular areas, there's a real strong interest in providing a variety of experiences and skills. And so I think ...intellectually, they acknowledge the value of the direction that we're going, but...what about choice and what about the aesthetic experience? So there's some concerns about that."* - Dean

Perceived Concern: Initiative Fatigue and Longevity of GP

Interviewees cited initiative fatigue as a major concern related to GP implementation, as well as the perception that GP is the current "flavor of the month" but will not be sustained over time. These perceptions were cited as leading to disengagement from the implementation effort for some, especially for those who have been in the system for a longer time and have cycled through previous reform efforts that have not lasted. College GP committee survey respondents also identified skepticism about the longevity of GP as a challenge they are facing, but there were disparities in this perception by role. Senior administrators and managers did not perceive skepticism about the longevity of GP as a significant challenge, while all other roles did.

> *"This is another initiative brought through the state—another one on top of the numerous ones prior...I think that's the hardest thing, a lot of these initiatives, faculty get excited, maybe they do all this work, and it gets shut down. Or they've done all this work, and there's never been compensation for it, it's just all extra, additional."* - Counseling Faculty

GP Planning, Leadership, and Governance at the Colleges

Nearly all of the case study colleges have set up a governance committee, and some have established work groups to lead targeted activities and engage diverse college constituencies. Students and adjunct faculty, however, are not as well represented as full-time faculty and staff. The governance structures appear to be evolving as the work moves to implementation (see sidebar, CCCCO Governance Continues to Evolve, for observations about the evolution of the CCCCO's CCCGP governance structure).

Almost All Colleges Have a Committee to Lead GP Planning and Implementation

Eleven of the 12 case study colleges have established a GP committee, typically operating as a task force rather than as a formal part of the college's standing governance structure. The

remaining college has chosen to create a new administrator position to work in collaboration with several "faculty liaisons," in lieu of a committee. In addition to the main GP committee, some colleges have developed work groups organized around areas or themes, or tied to the four pillars. These work groups are tasked with creating goals and work plans for specific areas such as meta majors, pathway-specific student supports, and campus communication about GP. Interviewees at colleges with work groups pointed to several advantages of this structure. They note that it facilitates collaboration across roles or divisions; helps with moving from discussion of GP to taking specific actions; and increases the number of people engaged with the work, which both distributes the workload and spreads awareness and understanding of GP more widely across the college.

College GP committee survey findings were largely consistent with the case studies. Two-thirds (66%) of respondents reported that their college used a main GP committee with work groups to take on specific tasks. A single GP committee was the structure reported by 19 percent of respondents, while 10 percent said some other structure was in place and 3 percent indicated that their college did not have a formalized structure for GP planning.

> *"I think our Vice President has done an excellent job of calling on our constituent groups…and getting them involved even if they're reluctant to voice an opinion or a perspective, or volunteer to handle an activity. The expectation is that this is not a committee to come hang out and gather information and then take it back to your department. This is a working group. You will be assigned tasks and you will be accountable for deliverables."* - Dean

Committee Leadership Is Typically Shared and Often Cross-functional

Most GP committees at the 12 case study colleges are led by co-chairs or tri-chairs, often intentionally cross-functional to ensure representation of various college constituencies in the leadership structure. For example, several colleges have faculty and administrator co-chairs, though in some cases both chairs are faculty or both are administrators. A few colleges include a third committee chair, adding a classified staff person or a counselor to the leadership. Some colleges with work groups also use cross-functional co-chairs to lead the work of those groups.

Regardless of the specific structure and leadership model, it was clear that serious consideration had been given at most colleges to balancing the needs and concerns of various constituencies as well as to addressing leadership and capacity issues. Some interviewees pointed to the importance of having faculty as the primary leaders of GP efforts in order to gain trust and legitimacy among that constituency, with some noting advantages to including as leaders faculty who had expressed some initial skepticism about GP. Others emphasized the importance of cross-functional leadership to message the importance of collaboration and to facilitate work across traditional silos. Still others believed it was critical to have someone assigned to lead GP full time, whatever their role, given the amount of time and effort needed to do the work effectively. Many interviewees commented on the importance of the president and other senior leadership indicating strong support for GP in order for the work to gain and maintain traction, through their communications about GP to the broader campus community

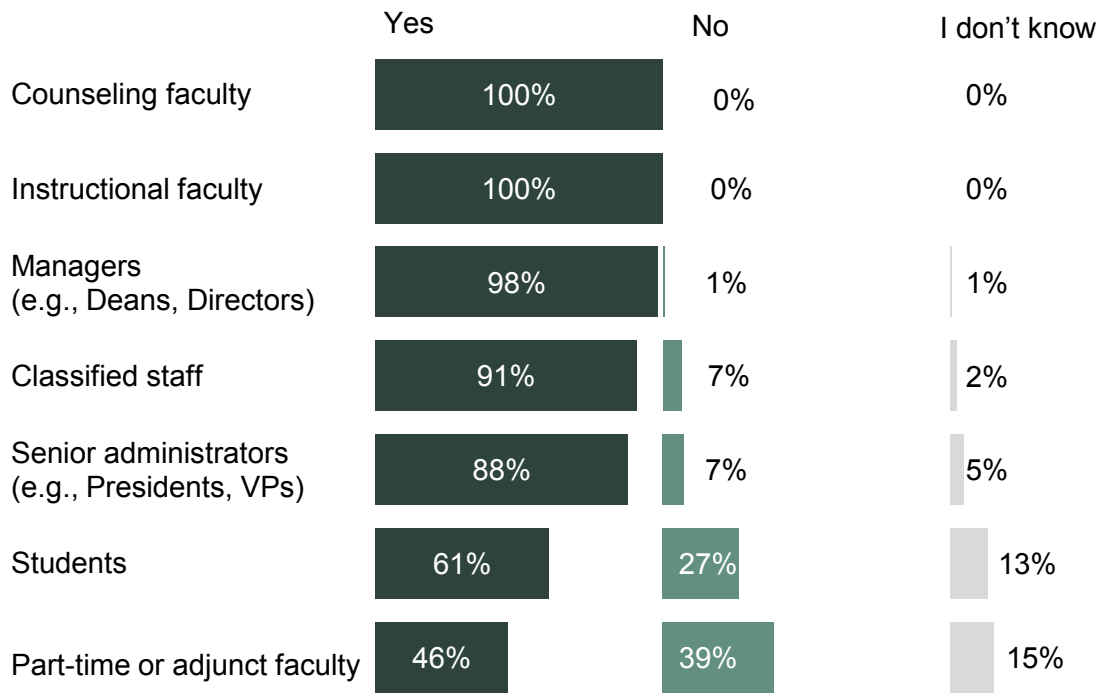
and their involvement in setting up GP leadership structures and allocating appropriate resources to the effort.

> *"I think being an administrator [co-chair] from the student services side of the house, with the faculty [co-chair] coming from the academic side, paints a picture to the campus of the partnership that needs to happen…Those two sides of the house don't always play well together."* - Dean

Committees Are Inclusive, but Students and Adjunct Faculty Not as Well Represented

The size of GP committees varies, but generally ranges from 15 to 30 individuals at the case study colleges, with administrators and full-time faculty almost always included and adjunct faculty and students less frequently included. Interviewees generally assessed the cross-functional representation on their GP committees and work groups as good or improving, though some noted a need for more participation from particular roles (classified staff, adjunct faculty, and students) or functional areas (such as student services or instruction). This finding was generally confirmed through the survey (see Figure 3). All, or nearly all, respondents reported that their GP governance structure includes instructional faculty (100%), counseling faculty (100%), managers (98%), classified staff (91%), and senior administrators (88%), while students and adjunct faculty are less often involved (61% and 46%, respectively).

Figure 3. Students and Adjunct Faculty Are Less Well Represented on GP Committees Compared to Other Constituency Groups



Some interviewees indicated that having open committee meetings and widely distributed communications about them encouraged broad participation by interested individuals across constituencies. Others reported very intentional recruitment efforts involving targeted outreach to people in particular roles to serve on the GP committee or work groups, or said that open calls for participation evolved into more targeted efforts to recruit people in roles less often involved in college-wide reform efforts, or in roles with particular expertise that would be needed in order to design with implementation in mind. Academic Senates were often involved in efforts to garner faculty participation, while administrators were often tapped to identify appropriate classified staff members from their units. At most colleges, at least some faculty were granted (partial or full) release time for participation on GP committees, especially faculty serving as co-chairs, but generally people in other roles were not compensated.

> *"So everybody is selected for a reason…The Guided Pathways work group is one of the few that has been strategically selected, because we knew that it was going to be really hard work and it was going to be politically influenced."*
> - Vice President

GP Committee Structures Continue to Evolve to Meet College Goals

While it is relatively early in the GP planning process at most colleges, governance structures have already changed at many of the case study colleges. At some colleges, a larger, more open group was formed early on but has evolved to a smaller, more targeted group of people selected strategically based on college plans for the work. At other colleges, a smaller task force of mainly administrators that was formed to begin discussions about GP has evolved into a larger, more cross-functional group intended to broaden perspectives as planning gets underway. Some interviewees indicated that committee structures will likely continue to evolve according to the work that needs to be done (e.g., the addition of work groups to facilitate moving from discussion to action, or changing the assignment of work groups from a focus on design to a focus on implementation). Only one of the 12 colleges had begun real efforts to institutionalize the work of its GP committee into the regular governance structure of the college.

> *"I don't know if [the Guided Pathways governance structure] will be effective. I believe if it's not, we'll change it. If we don't make…progress [at the college], we'll change it. We have good people in the group who really care about making changes. I'm optimistic."*
> - Dean

CCCCO Governance Continues to Evolve

Based on our observations of Guided Pathways Advisory Committee (GPAC) meetings between March and August 2019, other selected meetings and workshops, and review of relevant CCCGP documents, the CCCCO's leadership and governance of the CCCGP continues to evolve.** The CCCCO experienced CCCGP leadership changes, the GPAC was expanded to broaden its representation, and new meeting formats and planning efforts were adopted. Feedback from GPAC members suggests, however, that additional clarity on the primary purposes of the committee and refinement of meeting formats are needed.

New EVC Appointed with Oversight of CCCGP

In March 2019, the Chancellor announced the appointment of Marty J. Alvarado to the position of executive vice chancellor (EVC) for educational services and support, replacing Laura Hope who stepped down at the end of 2018. In her new role, EVC Alvarado has responsibility for CCCCO policies and programs related to student support, instructional delivery, and curriculum aimed at increasing student completion and closing opportunity gaps as outlined in the *Vision*. The role continues to have oversight responsibility for the CCCGP. In conjunction with this leadership transition, there have been additional changes to the composition of the CCCGP leadership team, as well as to the strategies for supporting colleges in implementing GP. For example, both the Vision Resource Center and the Regional Coordinator strategy are continuing to evolve under EVC Alvarado's leadership.

GPAC Has Expanded and Increased Its Representation from the Field

In July 2018, at the time we conducted the survey of GPAC membership, only about a quarter of the membership was composed of college or district personnel, and only one student representative was included in the group. GPAC was primarily composed of staff from the CCCCO, the Foundation, and various partner organizations. GPAC members who responded to the 2018 survey wanted to see more representation from the field, including a broad mix of practitioners by role and function with direct responsibility for GP implementation at their colleges. The most recent GPAC roster, updated in August 2019, shows an expanded membership, with three-quarters of the membership composed of college representatives. The field is represented by 35 college personnel with a variety of roles, including classified staff, counseling and instructional faculty, and managers and senior administrators. In addition, eight student representatives are listed on the roster. Representatives from the CCCCO, the Foundation, and partner organizations now constitute a quarter of the membership, the reverse of the composition of the committee one year ago. The CCCCO has also made efforts to ensure that representatives from the field are able to attend meetings, by holding them in different locations around the state, by conducting polls to find dates when the majority of participants can attend, and by offering options for members to participate virtually via Zoom.

**Our plans to conduct a survey of the GPAC membership, as a follow-up to our July 2018 survey, were postponed at the request of the CCCCO.

CCCCO Governance Continues to Evolve (continued)

New Leadership Has Worked to Improve GPAC Meeting Planning

The purpose of the reconstituted GPAC is described in meeting materials distributed in June 2019 as follows: "The Guided Pathways Advisory Committee (GPAC) serves as a design collaborative that formulates ideas and makes recommendations to the Steering Committee that guide, support, and inform strategic implementation of Guided Pathways." Beginning in June 2019, agendas have included meeting objectives and outcomes, which was not always the case in prior meetings. Desired meeting outcomes in June were focused on identifying the state-level enabling conditions for supporting colleges to make progress on their Scale of Adoption goals; designing the 2019-20 GPAC content arc and process for elevating learning; and developing inclusive meeting norms for the committee, including the opportunity to co-create agendas. In August, the intended meeting outcomes included reviewing data to develop an awareness of the pace of GP implementation and desired college supports; drafting year-end milestones for the GPAC learning infrastructure; and making recommendations to improve the NOVA Scale of Adoption Assessment (SOAA) Training Webinar for fall 2019. A number of meeting practices to support members' engagement and participation were utilized: meetings included professional facilitators; agendas, prereading and other materials were distributed in advance of meetings; and meeting summaries were distributed to participants following the meeting. The GPAC leadership has also communicated with GPAC members via email in between meetings to get additional input on issues such as proposed changes to the reporting timeline for the SOAA.

GPAC Members Continue to Express a Lack of Clarity about Their Role and Impact

Despite efforts to improve meeting preparation and follow-up as described above, some GPAC members continue to express concerns about their experiences on the committee. In our July 2018 survey, participants reported that they wanted priority given to agenda items that focused on helping the CCCCO get input from the field and understanding colleges' needs for support. GPAC members continue to question whether the agenda items include the right content. Members have communicated during meetings that they find agenda topics abstract and that terms used include jargon that is difficult to grasp. Some expressed frustration that the group continues to have discussions about its purpose rather than providing feedback on specific plans affecting the colleges, such as the rollout of the SOAA. Some members, however, said they are not clear about the purpose of the group: is it to provide feedback on the rollout of specific plans or to function as a workgroup that is designing plans? Our meeting observations confirm that further clarity about the purposes of the committee and refinement of meeting format could improve members' experiences.

Preparing for Implementation

As the colleges we visited appear to be in the pre-implementation phase of GP development, their main efforts focused on leadership structures, communications, and engagement. Many are also engaging in discussions and early work on meta majors and program maps, but only a few are ready to pilot them. Some are making progress toward pathways-based student

services. People said that GP development has led to increased collaboration across divisions and departments *within* colleges (and increased awareness of the need for such collaboration), but we found limited evidence of substantial collaboration *across* colleges (although many expressed a need for it).

Colleges Focused on Setting up Structures, Communication, and Garnering Support

Most of the colleges indicated that their primary focus to date has been on raising awareness and understanding of GP and garnering support across college constituencies. When we asked interviewees about their college's biggest accomplishment to date, the most common responses were related to improving communication across the college, either specifically related to GP or more generally across divisions, departments, or constituency groups. Some focused on the efforts of their GP leads or of senior administrators to communicate effectively across the college about the purposes of GP and the college's developing plans. Others pointed to improved communication across divisions and departments stemming from GP planning efforts. In addition to improved communication and engagement around GP, individuals at many of the colleges indicated that setting up an effective leadership structure for GP planning, and setting priorities or designing specific activities, represented significant accomplishments.

> *"The thing I've been excited about is fostering more communication between instruction and counseling, and also between departments within instruction. I think [Guided Pathways has] given us not only the excuse, but just the opportunity for everyone to talk and realize how we're all related to one another."*
> - Instructional Faculty

> *"We have a design team, that's an accomplishment. Seriously, I mean that is an accomplishment."* - Instructional Faculty

Many Colleges Discussing Meta Majors and Program Maps, Only a Few Ready to Pilot

In response to questions about their colleges' accomplishments to date, interviewees at many of the colleges indicated that they have begun work on developing meta majors and program maps. Several colleges had used "card sorting" activities to get people engaged in the design of meta majors, with groups of faculty, administrators, staff, and students working together or separately to decide how college programs should be grouped together. Instructional faculty were working to develop program maps at most colleges and, in some cases, it was a collaborative effort with counselors. At two colleges, individuals suggested that the process of mapping programs and discussing meta majors had contributed to more effective course scheduling. Two colleges were nearing pilot implementation of their meta majors at the time of our visit, working to finalize their program maps, get the information reflected on student-facing websites, and ensure that counselors and staff were prepared to give proper guidance to students.

> *"I'm very proud of the new meta majors that are coming...and the way that those evolved. Because the faculty wanted to be sure that they were faculty-driven. We actually had a version of these a year ago, but we realized that we needed to take a step back and be sure that there was more buy-in. We really were intentional about getting...feedback from our students to inform those meta majors."* - President

Some Colleges Making Progress toward Pathways-based Student Services

Interviewees at some of the colleges described early progress toward the kind of pathway-based student services envisioned as part of GP. An example we heard at four colleges involved efforts to revise "onboarding" processes to streamline the steps students must take to initially enroll, and to improve communication to students about college processes and available services. At one college, interviewees described efforts to create a comprehensive inventory of student services and early discussions of how to streamline those services and tie them to pathways as they are developed. Other examples included pilot efforts to embed counselors in particular programs and work to develop and implement cross-functional student success teams.

> *"The student success teams would [comprise]...an embedded counselor, an educational advisor, a faculty lead, a peer mentor, and staff associated with supporting the [meta major]. All toward wanting to create [an] identity [around each meta major], so that the faculty would know...their programs of study [and the] pathways [in that meta major]. Then those students could start to associate themselves with those pathways and majors and get more of an identity."*
> - Vice President

More Collaboration across Instruction and Student Services Is Underway or Planned

People at most of the colleges reported that GP efforts have led to increased collaboration across divisions and departments, or at least to an increased understanding of the need for such collaboration and discussions about how to achieve it. Some described GP as an opportunity for dialogue across traditionally siloed parts of the college, and as a chance to build a more inclusive and collaborative culture. Examples of ongoing collaboration included faculty and counselors working together to develop program maps, cross-functional participation in sorting activities to develop meta majors, and work to develop and implement student success teams. Those who described a greater understanding of the need for collaboration across instruction and student services generally focused on the benefits it would bring for students, and the greater satisfaction faculty, administrators, and staff would have in their work through helping more students succeed.

"[As a result of working on Guided Pathways], I've been able to really see how instruction and student services can work together, how as a faculty member I wasn't aware of some of the things happening on campus that...could have helped so many students if I would have known about it. [I'm] seeing the importance of working together as a college, as an institution [to] help our students." - Instructional Faculty

Districtwide or Regional Collaboration Is Minimal to Date, but Some See It as Desirable

According to what we learned from the case study colleges, there has been only limited collaboration on GP across colleges in the same district or the same region. A few of the case study colleges have sent their GP leads or other college personnel to visit other colleges that are further ahead in implementing GP, in California and in other states. Some interviewees discussed their attendance at a districtwide or regional meeting on GP, organized by a district office for its colleges, by a college for other colleges in its region, or planned jointly by GP leads across several colleges. In a few cases, interviewees said that their district office has identified a GP leader or set up a districtwide workgroup or committee, but they indicated few accomplishments so far out of those efforts. Some interviewees in multi-college districts reported ongoing conversations about whether district colleges might adopt the same meta majors or otherwise create alignment in their implementation of GP, discussions that were occurring at the leadership level or in districtwide committees, sometimes in the context of a district with one college participating in the California Guided Pathways Project (CAGP). People from such districts said that a meeting sponsored by the CCCCO for districts with one college in the CAGP, held earlier this year in San Diego, had initiated some conversations about GP across district colleges.

While interviewees generally appreciated the opportunity for colleges to design GP to suit their needs, some expressed a desire for more collaboration across colleges. Some interviewees identified potential benefits of collaboration across colleges, and described the value that could be gained from some degree of alignment of GP across colleges that could arise if there were more collaboration. They said that colleges sharing their knowledge and experiences to learn from each other could avoid "reinventing the wheel." They also saw significant potential benefits for students in having more alignment in GP approaches, to reduce the confusion that might arise when colleges use different terminology and offer different meta majors, particularly for the many students who enroll in multiple colleges. Survey results confirmed this finding, revealing broad interest in more alignment of GP across colleges (see Table 1 and Figure 4 in sidebar, More Alignment of GP Efforts across Colleges Desired).

"If 50 percent of our students also go to this [other] college, then wouldn't it be wise for the colleges to have the same [meta majors]?…Our first inkling wasn't to do that. Not because we were trying to confuse the student, but because we're still in that old way of thinking, 'No, this is what we have done. This is what we're going to do.'" - Vice President

More Alignment of GP Efforts across Colleges Desired

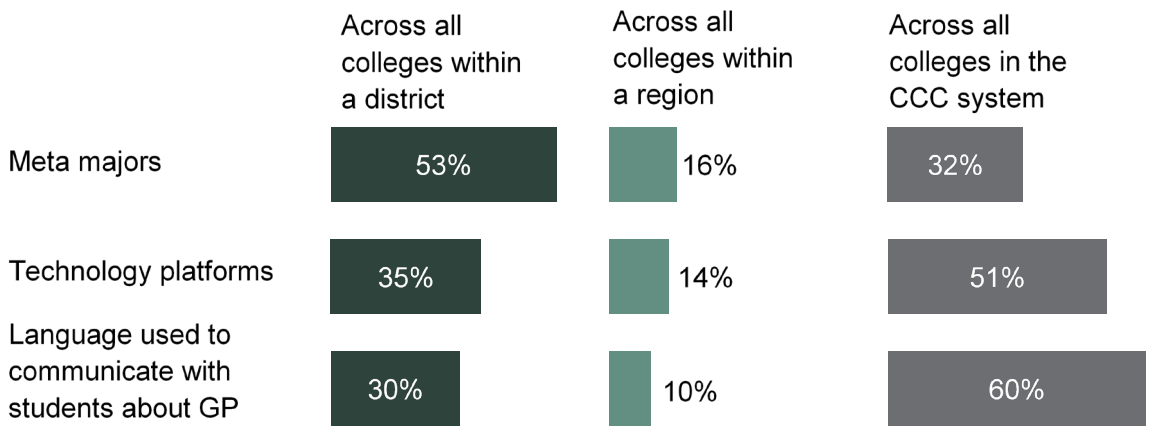
Nearly two-thirds (64%) of survey respondents indicated that it is quite or extremely important to align GP efforts beyond the individual college level, with only 7 percent responding that such alignment was not at all important. Aligning technology platforms and the language used to communicate with students received the highest support, but a majority also supported aligning meta majors.

Table 1. College Personnel Indicated Importance of Aligning GP Efforts

Importance of Alignment across Colleges	% of Respondents Who Selected Quite or Extremely Important
GP efforts, generally	64%
Technology platforms	76%
Language used to communicate with students about GP	74%
Meta majors	53%

Among respondents who believed that alignment across colleges was at least moderately important, majorities thought that technology platforms and the language used with students should be aligned across the entire CCC system. About a third said the same about meta majors, but more respondents saw district-level alignment as appropriate in that regard.

Figure 4. College Personnel Indicated Technology and GP Language Should Be Aligned across CCC System



Coming Year Goals Often Remain Focused on Pre-implementation

When asked about their goals over the next year related to planning and implementing GP, people had varying understanding of what the priorities were at their college. The most commonly mentioned plans were around developing, refining, or finalizing meta majors and/or program maps, with one college planning to implement its meta majors in fall 2019. Given the early stages of GP planning at most of the colleges, many people said their college would be focused on further inquiry and discussion of GP, setting some specific goals or areas to work on, improving campus communications about GP, and increasing engagement in college efforts, with a particular focus on getting more student engagement in the process. Some viewed professional development as a priority, particularly for faculty and often around equity issues. Others described plans for implementing student success teams or making other changes to student services. At several colleges that were somewhat further along in their GP planning, some people mentioned goals around determining what structural changes or reorganization might be needed at the college and having discussions about how to institutionalize their work.

> *"I think [the goal is] exposure to more people. We've got to get away from the committee to get to the people. People need to understand what we're doing and why we're doing it, and what their roles are."* - Vice President

Alignment with and Building on Other Efforts

Many interviewees were interested in integrating their GP development with their planning for other statewide and college initiatives, and a few provided examples in that regard. For GP planning specifically, those at most colleges said that other efforts had informed their GP development, including participation in the CAGP and previous work on GP on their own. Interviewees considered prior experience with CAGP to be an advantage for this work.

Interest in Integrated Planning, but Progress Is Early Stage

When asked to describe any college efforts to align their various initiatives and do integrated planning, many interviewees said they recognized the importance of integrated planning and were having some exploratory conversations. Some interviewees provided specific examples of early movement toward integrated planning, including looking across plans and goals to find connections, leveraging resources from multiple sources to support GP planning, and combining some committees or ensuring overlapping membership across them to facilitate collaboration. Many interviewees noted the natural alignment of AB 705[5] and GP as an area where efforts toward integrated planning could arise. One college recently redesigned its governance structure to better align with its strategic priorities, which included GP, and interviewees at several other colleges described having discussions of GP in the context of revising college strategic plans.

> *"We're going through the process of putting our educational master plan in place, and our facilities master plan. We're trying to build our facilities master plan around meta majors. We're trying to build much of our educational master plan around Guided Pathways."* - President

Colleges with Existing GP Efforts Underway Perceived to Have an Advantage

Several of the case study colleges had begun work on GP prior to the introduction of the systemwide CCCGP effort, either through the CAGP or through their own efforts. Interviewees at these colleges thought that their earlier start on GP had put them in a better position to adapt to the statewide effort. They had begun conversations among different constituencies about elements of GP, such as meta majors and pathways-based support services, putting them on a path toward wider and deeper discussions and planning across the college. They had set up a council or working group that could be adapted to serve as a planning committee for CCCGP. They had begun planning to revamp aspects of student services to lay a foundation for pathways-based support (such as adding a career assessment to the onboarding process), or to revise course sequencing and enrollment management processes to facilitate student progress through programs.

Colleges in the CAGP were particularly positive about the advantages they gained through their participation, including the financial support, the individualized coaching, and the opportunity to learn from experts and from the experiences of other colleges through the multi-day institutes they attended with the other participating colleges. While they noted some logistical challenges with integrating their CAGP efforts with CCCGP, including confusion over differences in structure and reporting and the need to do repetitive or overlapping work that slowed their momentum, the colleges recognized their participation in CAGP as a huge advantage overall. They expressed appreciation for the CCCCO's recent changes to better align the CCCGP model with the structure of the four pillars and anticipated even greater progress at their college with better integration of the two efforts. Interviewees at other colleges also pointed to the advantages the CAGP colleges had in making quick progress on GP, expressing particular interest in the individualized coaching.

> *"I think the level of support is completely different, and I'm not just speaking about the financial support to be able to do some of this work early on…It's been a beautiful experience to be part of [the CAGP]…I'm not sure what the other colleges are getting. Who's their guide? Who are they referring to? What type of support are they getting? This support [through CAGP] has been perfect and timely, and it's a huge resource."* - Vice President

Colleges without Existing GP Efforts Often Built on Other Activities

Many interviewees at colleges that had not previously engaged in GP pointed to other college programs or initiatives with elements that were aligned with the goals or structures of GP. Some noted that their CE programs function as pathways, often having introductory courses applicable to different certificate and degree programs, stackable credentials, and embedded student services. Others pointed to programs aimed at particular student populations, such as formerly incarcerated students or returning adult students, that incorporated supportive structures such as a cohort model, block scheduling across multiple terms, or wraparound support services. Still others mentioned efforts to add supports for basic needs (such as a food bank) or to expand their orientation services to more effectively introduce new students to the college and its services. Many interviewees noted their college's efforts to implement AB 705 as contributing

to GP both directly, in terms of getting students on a pathway more quickly, and indirectly, by setting a foundation for wider efforts to reform existing structures and processes to better serve students.

> *"[Guided Pathways] has really become a common reference point for...conversations [about AB 705 and proactive, high-touch student services]. These things were going on separately, and now our effort has to be to try to make them talk to each other and coordinate."* - Vice President

> *"Our math and English faculty have done an amazing job working on AB 705 implementation…That's been huge, and that fits into the Guided Pathways."* - Classified Staff

Key Challenges with GP Development for Colleges

The challenges that personnel described in developing GP are consistent with a pre-implementation phase, and they included issues involving change management; capacity; leadership; communications; technology infrastructure for aligning course scheduling, registration, and student education plans; CCCCO priorities; the tailoring of GP to various student populations; and collaboration across the system.*** While the importance of the challenges varied by college, most noted some type of concern in each area. This set of challenges was also salient for respondents from the college GP committee survey.

A Majority of Colleges Struggle with Managing Change Efforts

Most interviewees cited difficulties with changing institutional culture or individual mindsets, especially addressing concerns about changing how things have always been done at a college or the way people do their jobs (e.g., changing the college to be student-ready, shifting teaching practices in the classroom). Although we heard that GP awareness was building across each college, there were still opportunities to engage more instructional and counseling faculty and to listen to their concerns about the unintended consequences of GP (e.g., limiting student choice, eliminating courses, breaking up departments). To implement GP, many interviewees mentioned the need to continue bridging silos between instruction and student services and to incorporate classified staff and counseling faculty as full partners in the design process. Others noted that implementing GP well requires additional time, resources, and a fundamental redesign of the college beyond the repackaging of existing courses and programs.

***For the interviews and focus groups, we asked open-ended questions that allowed college personnel to surface their concerns. We also specifically probed to determine whether interviewees encountered challenges determining how to tailor GP to different student populations and to collaborating across the system, concerns raised in early interviews that we wanted to understand better in the context of all of the case study colleges.

"Changing that mindset [from students aren't college ready] to, 'No, you have to be ready for the student,' and what support services are we going to put in place for the students, I see as a really big obstacle to overcome."
- Instructional Faculty

"We're trying to do something new and almost revolutionary in an institution that's wrapped up in 1,000 years of tradition and 65 years of bureaucracy. So we're trying to turn a locomotive around, and that's really hard. And we're not built to be a nimble, learning, responsive institution." - Dean

Many Colleges Experience Significant Capacity Constraints to Work on GP

Many interviewees cited the lack of capacity (e.g., time, resources, bandwidth) as a major challenge to GP design and implementation, particularly given the fatigue associated with multiple simultaneous implementation efforts. This was especially salient for those in small colleges, whose personnel lacked the bandwidth and time to balance GP redesign with the ongoing responsibilities of running the college. Interviewees also noted that oftentimes the same members serve on multiple committees, which leads to burnout and overload. Although we heard the desire to include more classified staff and adjunct faculty in the GP efforts, no compensation mechanisms were available to grant release time for their participation. As noted above, interviewees at multiple colleges observed that the integration of classified staff is particularly challenging, both in terms of covering their responsibilities when they are participating in GP activities and compensating them for that time. Many of the colleges rely heavily on adjunct faculty, but because adjunct faculty often teach at multiple community colleges, there may be significant scheduling constraints to engaging them fully as well as issues with compensating non-teaching activities. Others noted that more full-time staff may be needed in order to support GP changes, such as implementing a model that embeds counseling staff within pathways rather than in a general department.

"[At] smaller colleges, you don't have that many people…The same people that are involved in Guided Pathways are the same people that are involved in the Strategic Enrollment Management Academy, are the same people that are involved with the Institutional Effectiveness Partnership Initiative [IEPI]…At a certain point, folks are just fatigued." - President

"We just need time to do the work…Because when there's so many initiatives coming in…after a while you're up to your waist in compliance and plans and requirements and the work that you want to do is over there, you can barely see the work you wanted to accomplish with all this debris that's around you."
- Vice President

Many Colleges Cited Insufficient Leadership for Their GP Efforts

Interviewees indicated gaps in leadership at various levels that made it difficult to move GP efforts forward, such as challenges with moving from discussion to action, leadership turnover, and lack of attention to the long-term institutionalization of GP. Interviewees at many of the

colleges mentioned that discussions in the GP committee meetings and workgroups were helpful but often did not produce clarity about the protocols for decisionmaking and execution of GP plans. Others expressed frustration that they were having the same meetings without a clear plan about where to start or how to move forward with GP design and implementation. There was also a lack of clarity about how the GP committee structures would allow for integrating the work into existing governance structures. The challenge of moving from discussion to action may be attributed, in part, to college personnel changes. Interviewees mentioned that both the colleges and the CCCCO had undergone several senior leadership turnovers within the last few years, leading to the loss of visible GP champions and/or the lack of transition plans to move GP efforts forward. Interviewees expressed that the need to onboard new leadership and restart processes given new priorities and visions can derail GP progress to date. There was variation across the colleges in the level and type of engagement of senior leadership with GP efforts, with some interviewees noting the importance of deep engagement for GP efforts to gain momentum and be sustained.

> *"What I heard from the people in this group was they were really tired of meeting. That they felt like they were in a bad Groundhog Day movie, because they just kept on having the same meeting over and over again, and nothing was actually happening."* - Dean

> *"This college has been through a lot of change lately, especially in executive-level leadership. That's happened without there really being any kind of overarching change management strategy. So I think that people are rocked back and that it's resulted in some morale challenges that make it hard for people to be receptive to things."* - Dean

Colleges Find It Difficult to Communicate about GP Broadly and Comprehensively

While interviewees we spoke with were generally familiar with GP, we heard concerns about the level of understanding outside the GP committee. To date, interviewees often described discussions about GP plans and progress as happening within the GP committee but they struggled to communicate about GP efforts more broadly across the college. Several interviewees noted that discussions about GP have not yet gotten to more difficult issues such as the need to change institutional structures and processes or the possibility of limiting certain general education courses within some majors or programs. Interviewees anticipated additional communications challenges in the future as more fundamental restructuring efforts progress. Many spoke of the need for more intentional communications around GP, targeted in ways appropriate to various constituencies, to increase awareness and knowledge and to help college personnel at all levels understand how GP impacts their day-to-day work duties. Several interviewees described the need to develop a comprehensive or strategic communications plan about GP for their college. We also heard about the lack of capacity for marketing and branding, especially with revamping colleges' student-facing websites.

"It comes back to that word communication…we're not anywhere close to having the right communication tools that we need. Our students don't know really where to look to understand what's going on with the college…Our faculty don't know where to look. We have become highly dependent on email to the point that email is inundated…Coming up with solutions to that—other means of communication or other ways of highlighting things that do a better job of drawing the attention of folks that you want to draw the attention of—[is a challenge]."
- Counseling Faculty

Colleges Lack Technology Infrastructure to Integrate Processes

Interviewees cited the need for revised business processes and improved integration of technology systems in order to fully transform their institutions within the CCCGP framework. For example, we heard that colleges are struggling with integrating course scheduling, registration, and student education plans so that they can build a technological infrastructure to support and connect these processes. Many colleges were also dealing with outdated technology, lack of access to data, and disconnected data systems, which limit their ability to operate efficiently and effectively, and engage in fundamental redesign. Several interviewees also noted that their college lacked the staffing and expertise to manage various technological platforms and professional development opportunities to train faculty and staff about how to use new technology. Interviewees at multi-college districts observed that it was difficult to gain consensus about technology priorities, since technology is typically managed at the district level and district colleges were often at different stages of implementing GP or were making different choices about how to proceed.

"There's a disconnect I think with those who are working with our technological systems on campus and the practitioners who work with students every day. We have a team, a technology team that's first of all at the district level, which makes things difficult because you have one college moving forward with a lot of this stuff and one college who's not quite yet. Coming to agreements for simple things like changing our application, changing our registration system, changing the way students interact with our website has been such a slow-moving process." - Counseling Faculty

"Actually, my biggest concern moving forward with anything with community colleges is our level of technology and technology adoption…[We are] adding on additional applications and processes on a very thin and frail and antiquated model." - President

College Personnel Perceive Lack of Guidance and Clarity about CCCCO Expectations

Interviewees noted a lack of clarity, guidance, and integration from the CCCCO regarding systemwide priorities and efforts. They expressed frustration with the CCCCO for the lack of clear timelines and conflicting reporting requirements. Having to navigate these constant changes in processes takes time and energy away from working on GP and implementing other CCCCO priorities. Some interviewees also mentioned that they did not have a clear

understanding of the system's vision about the role of equity in GP, particularly how equity is conceptualized and operationalized within the CCCGP framework.

> *One thing I've had problems with the Chancellor's [Office] is that guidelines are always changing, unclear guidelines, guidelines changing, deadlines changing…It just adds to a problem of distrust [of] the Chancellor's Office."*
> - Instructional Faculty

> *"If I could give the Chancellor's Office any advice it would be to say [to the colleges], 'Okay, now go work your plan for a year, and let us know.' But not like updated every six months, because it's like getting pecked to death by ducks. It's difficult to keep moving forward when you have to stop, and write up your homework...The NOVA plan also came out, and the Vision for Success plan has to be okayed and go to the board. It's very [plan heavy] right now and the equity plan is coming as well. It would be nice if they could [do] a little better [to] coordinate on that."* - Instructional Faculty

Some Potential Challenges to Tailoring GP for Specific Student Populations

When we asked interviewees whether they saw any potential challenges with implementing GP for specific student populations, many noted that the CCCGP framework could serve all students. However, some mentioned that the framework appeared to be developed for full-time students who matriculated directly from high school and that they could foresee challenges with modifying GP for non-traditional students such as part-time students, first-generation college students, and adult learners. Interviewees at some colleges also noted that there could be potential difficulties with tailoring GP for students in specific pathways such as science, technology, engineering, and math or liberal arts and for other unique student populations (e.g., at colleges with large dual-enrollment programs or for students who do not intend to transfer to a four-year university).

> *"I would say that almost everybody that we talk to recognizes that the majority of our students are part-time, so everyone is well aware that we will need to create something that is useful for part-time students. That said, almost everyone realizes that the easiest way to start the designing is by thinking of [the] full-time student, and then we'll stretch and condense and add things and subtract things based on different types of students…I think there's general agreement that we need a kind of central structure and that that will not work for most of our students, but that's where we're starting."* - Instructional Faculty

> *"A large part of our students go to school part time…It's not just the first-year experience for the student who came out of high school, but it's the first-year experience for the re-entry adult who is working. It's the first-year experience for the adult with low literacy levels because that's also very big in our community. And so that's what I worry about, the under-prepared student, how do they get to those checkpoints along the way?"* - Classified Staff

Colleges Described Obstacles in Collaborating Across the System

For interviewees at multi-college districts, we asked whether there were any coordination or collaboration efforts around GP across the colleges, and they noted that there was minimal collaboration across colleges in their district to date. While many believed there should be some alignment of efforts, they pointed out challenges to the kind of collaboration that could lead to such alignment, including the traditional autonomy of individual colleges that has led to limited mechanisms for working together, and little experience with efforts to merge different visions across colleges that often have different cultures. Collaboration is further complicated by the fact that colleges have set up different structures for GP planning and are at different stages of the process, an issue that was emphasized by colleges in multi-college districts with one college participating in CAGP. We heard that the role districts should play in GP has not been made clear by the CCCCO, and that district leaders are hesitant to step in too strongly. While feedback from the college visits was somewhat mixed on the value of district, regional and/or systemwide coordination, the vast majority of respondents to the college GP committee survey wanted to see more GP alignment beyond the individual college level (see sidebar, More Alignment of GP Efforts across Colleges Desired, on page 29).

> *"I think the challenges in a multi-college district, are that...even though there were very similar things that we all had to do, when you went around to each one of those colleges, it's like, each one of these children has a different personality…We all live in the same house, but each one of them is going to respond differently to the same request to do something."* - President

> *"It's both a challenge and an opportunity, the way I see it. And having been in two districts, just a multi-college district in general is that way. Whether it's in the context of Guided Pathways or in other ways. I think for Guided Pathways, because we went into [CAGP], and our sister college did not, it felt like we were moving because…we had deadlines and things to move forward on. And our sister college hadn't quite gotten it. They hadn't quite come to even, their why yet. They were still trying to find that. Each college is at different places in the journey."* - Dean

Perceptions of Existing GP Supports in the Colleges

Interviewees reported that they felt overwhelmed by trying to vet and assess the mix of CCCCO and non-CCCCO resources available to best support their GP efforts. However, they described the non-CCCCO supports as more useful, particularly these three elements: a sustained model that scaffolds learning over time; the ability to access a coach or content expert; and a cohort approach that supports peer-to-peer learning.

Range of Current GP Supports Overwhelming for College Personnel

College personnel reported that they lacked adequate bandwidth and had insufficient awareness of and guidance to access the wide range of available resources through both the CCCCO and non-CCCCO sources. The lack of integration and curation of these resources

results in college personnel being overwhelmed and not fully utilizing these existing resources to support their GP efforts.

> *"We were just overwhelmed by which webinar. Is it the Chancellor's Office, is it the Academic Senate, is it IEPI? And sorting through all that information is definitely overwhelming... even if we wanted to include the campus in a conversation, where do we find the different [professional development opportunities], how do we keep track of all the [professional development opportunities]?"* - Classified Staff

> *"We went from no training whatsoever to [being] awash in training. It is really difficult to know what's important to watch, see, stay in touch with and keep up with…I think the Chancellor's Office has begun to be aware of the fact that it was way too much to just digest."* - Vice President

Mixed Perceptions about the Utility of Existing CCCCO Supports for GP Efforts

Feedback from the college visits and survey responses about the utility of GP supports provided through the CCCCO was mixed. Those in leadership positions were familiar with the CCCCO GP workshops sponsored through the IEPI, the Vision Resource Center, and the Regional Coordinators, but had varying levels of engagement with these resources. Others were mostly unaware of the supports or did not have time to attend the events or use the resources.

Interviewees said that the CCCCO GP workshops provided opportunities for team time and for connecting with colleagues from other colleges. However, several interviewees noted that many of the workshops had similar introductory content, they were not tailored to colleges' stage of implementation, and marketing materials lacked clarity about the intended audience.

Interviewees commented that the Vision Resource Center housed useful webinars and training modules, but there was too much content to sort through on the website.[6] They also reported login difficulties and expressed confusion about how information was organized on the Vision Resource Center.

As for the Regional Coordinators, interviewees noted that the Regional Coordinators established contact with leaders of GP efforts at each of the colleges, and some interviewees praised individual Regional Coordinators. Interviewees saw potential in the Regional Coordinators to provide support, but almost all the colleges lacked clarity and understanding of the Regional Coordinators' role.

> *"We've gone to the workshops…I was not a fan of the workshops…they felt like they lacked depth and they lacked specifics…I can understand the faculty's fatigue because I get a little fatigued, too. I'm like, 'Okay, when are we actually going to get to the meat of this?' I remember attending probably two or three workshops where it just felt like I heard the same thing multiple times in multiple ways."* - Vice President

"I know [the Regional Coordinators] from prior workings with them, but I know they do attend meetings on occasion. They've sent one resource to us, but I'm not super familiar with the vision for how the regional piece will work. I don't have as much familiarity with that...I think there's a lot that could be leveraged at the regional level." - Dean

Sustained Learning, Coaching, and Cohort Model Praised in Non-CCCCO Supports

Interviewees and survey respondents noted that they found non-CCCCO GP supports most useful, particularly Leading from the Middle (LFM), CAGP Institutes, Achieving the Dream conferences and coaches, Academic Senate GP workshops, and site visits to other colleges (both within the state and nationally). The hallmarks of these non-CCCCO supports included some aspects of the following three dimensions: (1) sustained and scaffolded learning model over time tailored to specific needs and audiences; (2) dedicated coach, content expert, and/or technical assistance; and (3) cohort model, community of practice, and/or peer-to-peer learning opportunity.

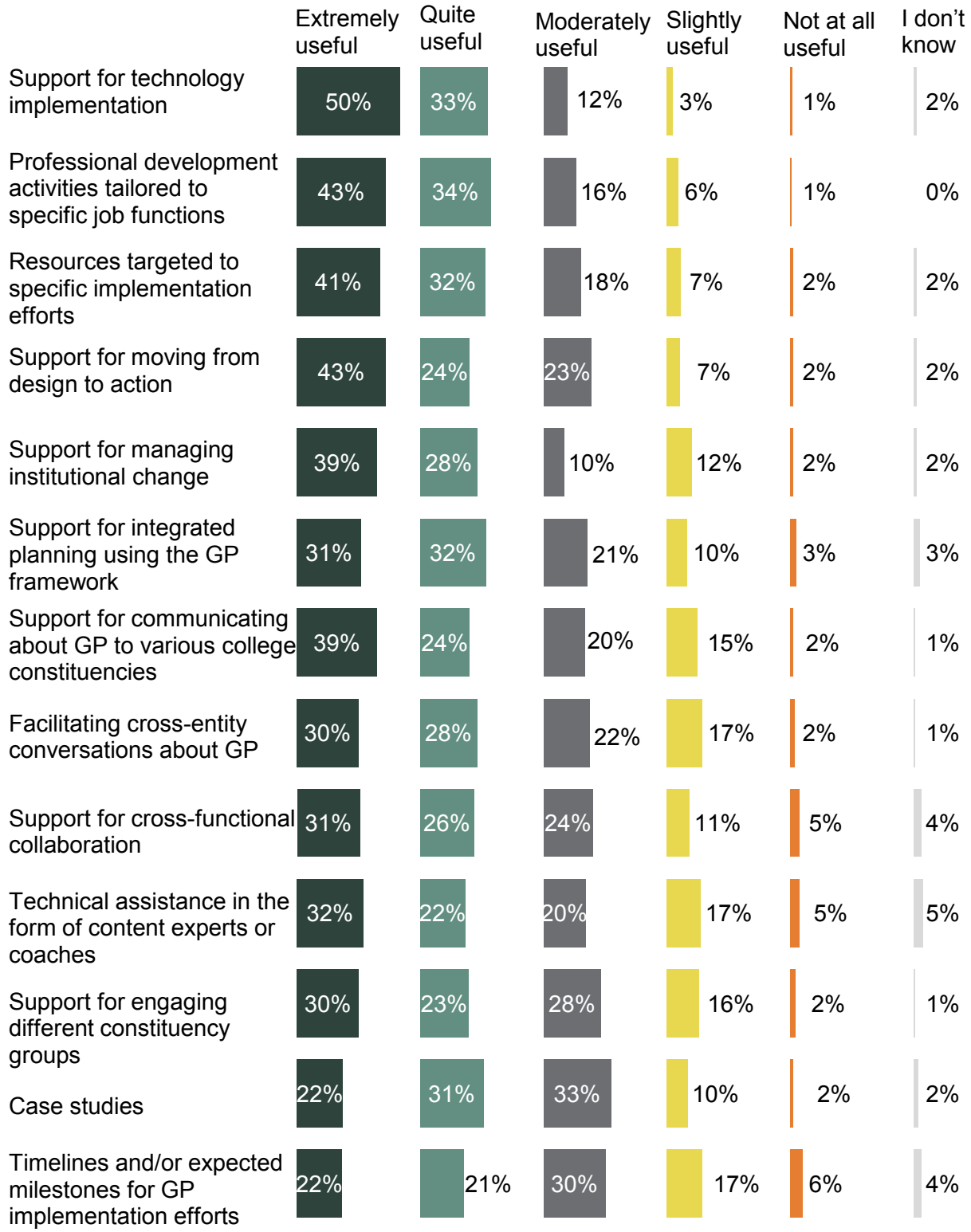
"What has helped us with [CAGP] was having that extended conversation over time, and that's the same model as LFM. You're going for a year and a half or you're going for X amount of time, and you're working these problems as you go. The more colleges…[that] could do that type of work iteratively, I think the better you would find the colleges responding. Because I know the [CAGP] 20 have made really great progress, and it was because we had to come back. We had to take that team back again…We have homework, and we have pre-planning, and, as always, team time is the most important resource. Sitting at a table with the people who need to be in the conversation as non-distracted as possible."
- Instructional Faculty

"We had some Achieving the Dream coaches come, fantastic, wonderful. It was amazing, it was great, we loved them. They come in, they listen, they talked about processes, they really get to know everybody, and they know us better than we know us." - Instructional Faculty

GP Supports that College Personnel Would Like to See

Interviewees suggested several supports from the CCCCO, most of which are well aligned with challenges they described in advancing their GP efforts. For example, college personnel would like to access just-in-time resources and technical assistance tailored to their college's implementation stage for GP; support in communications and engagement with college constituencies, including calling on the CCCCO as a convener internally and externally; guidance in building technology infrastructure and capacity; and CCCCO efforts that are better aligned. Although the order may be different, findings from the college GP committee survey align with these areas (see Figure 5).

Figure 5. College Personnel Wanted Supports Tailored to Their GP Needs



Interviewees Requested Just-in-Time Resources and Tailored Technical Assistance

We heard numerous interviewee requests for the CCCCO to share models of various aspects of pathway implementation that colleges could tailor to their own needs to avoid having to "reinvent the wheel." Specific requests included templates for common meta majors or pathways, steps for integrating student services into those pathways, and a typical timeline for implementation with milestones or benchmarks at different stages. However, several interviewees acknowledged the balance of ensuring that the CCCCO is not being too prescriptive and receiving enough guidance from the CCCCO to move college GP efforts forward, and some suggested that more guidance from the CCCCO would be desirable. Interviewees would like to see the CCCCO curate case studies of promising practices and common pitfalls for GP implementation and provide models for creating culturally relevant curricula, supporting equity, and managing change. In addition, interviewees mentioned the need for GP professional development trainings tailored to specific job roles and job functions and structured in accessible formats (e.g., online options, convenient locations). This could help college personnel better understand their role in the GP efforts and the impact of GP on their work. Interviewees also noted that it would be helpful if the CCCCO could provide technical assistance in the form of coaches or content experts to address specific GP planning and implementation issues in real time (e.g., data use, meta major development, website development). They said that technical assistance would be most useful if it was tailored to local college contexts and their stage of GP implementation.

> *"I feel like [the CCCCO] wants to set up Guided Pathways for students so that they have a clear path from A to B, they can get to their goal, but [the CCCCO] didn't do that for us. They're still doing the fluffy stuff like, 'We know all 114 colleges are different, so do it your way.' Well, that's not giving us a guided pathway, in my opinion...I know we're educators and we like creative freedom and we need all of that stuff, but I thought the guidelines could be a little clearer."*
> - Counseling Faculty

> *"It seems to me that, whatever we want to call it, the lessons that are being learned by other colleges who are going through meta major processes or going through program mapping processes, that we could learn from their efforts and that we could use the network of colleges working on this kind of stuff that had been set up as part of Guided Pathways as a way to access some of the best lessons that have been learned from these other colleges."* - Instructional Faculty

> *"But if we had a coach that said, 'Okay, now this is next, now this is next.' That really helps…So having some kind of coach to help talk us through or understand Guided Pathways, [who] understands the college and helps us through these different stages and phases of implementation, I think would be really helpful."*
> - Vice President

Interviewees Desired Support for Communicating with College Constituencies about GP

To improve communication and engagement with different college constituencies, interviewees indicated that they would like the CCCCO to provide supports that help them tailor and deliver messaging to specific constituency groups and to reinforce the permanence of GP. For example, interviewees wanted to know how to message GP for different roles and job functions and what it means for their work. They focused on the need for communications tools, such as assistance in redesigning their websites to reflect pathways as they are developed and integrated, and in incorporating information on student supports within those pathways. Interviewees also noted that they would like support from the CCCCO to help build the case for GP and to signal the permanence of GP.

> *"[From] the Chancellor's Office, it's important to have just one- or two-page handout-type materials, or posters, or infographics that can quickly communicate whatever it is, like whether it's facts about AB 705, or facts about Guided Pathways in general…having those types of resources that you could provide as handouts at convocation, or you can have up on campus for folks that are interested."* - Instructional Faculty

> *"I think the Chancellor needs to say, 'Classified staff are literally the first point of contact for every student that passes through a community college…There needs to be dedicated efforts to ensuring that they understand what pathways are, their role in it.'…[The CCCCO] says [Guided Pathways] is a college-wide initiative, but [they need to] really define the roles of these folks and their importance to implementation."* - Classified Staff

CCCCO Role as a Convener of Key Stakeholders Seen as Useful

Interviewees noted that the CCCCO could play a role in convening or facilitating conversations among different stakeholders such as among colleges within a district or region, colleges with similar contexts or student populations, intersegmental partners (e.g., K-12, four-year universities), as well as industry partners. Interviewees could also see value for CCCCO support in convening college personnel within their own colleges and facilitating difficult discussions around issues such as equity, data, and large-scale institutional change. Conversations with various stakeholders would help foster more peer learning opportunities and interviewees indicated that they would like the CCCCO to play more of a leadership role in this area.

> *"I think that [the CCCCO] needs to have some discussion about some of the pathways that are happening. There's a lot of money that's invested in the high schools. So where's that connection? We're busy trying to connect the dots here as to all the initiatives. But there's initiatives happening with the K-12 partners…How do we work with the K-12 partners more effectively... to ensure that Guided Pathways doesn't start from the moment they enter here, but should it not be programming efforts based on who's coming?"* - Vice President

"If there was someone who has experienced that [particular challenge with GP planning] and overcome that from another community college, [the CCCCO could] quickly source them out to be a facilitator, because they have the leadership ability and facilitator abilities to do so." - Program Coordinator

College Personnel Would Like Help Building Technology Infrastructure and Capacity

We heard that improved technological support from the CCCCO could help streamline and integrate business processes to build the capacity and infrastructure to implement GP. Interviewees indicated the CCCCO could play a role in identifying requirements, vendors, and products that meet college needs, and could provide resources for technology implementation and integration. Interviewees thought it would be particularly helpful if the CCCCO can leverage its purchasing power to negotiate pricing for technology platforms so that it can reduce college costs and for the CCCCO to provide a menu of vetted options for technology tools and systems (e.g., scheduling software, student information system, enrollment management software).

"I think the Chancellor's Office should work to partner on a legislative effort that would fund the development of a statewide enterprise resource planning (ERP) system to replace Banner, PeopleSoft, Workday, and Datatel…That one change right there, that would make a systemic change.. if the statewide system used one set of data definitions and data requirements and Management Information System reports, and all that, that would simplify everything and allow a lot of innovation at the college level to build on top of that. We should all build these programs that fit in like to the hub, the statewide ERP system, like the spokes of a hub." - Vice President

More Alignment and Integration of CCCCO Efforts Desired

Interviewees said that more support is needed from the CCCCO to help the college community as a whole understand the alignment and integration of all the various initiatives and categorical programs, as well as the Student Centered Funding Formula and the *Vision*. They would like to see continued effort by the CCCCO to integrate its own efforts across its divisions. Interviewees perceived a lack of coordination and inconsistent communication about reporting requirements and timelines as well as inaccurate data and metrics at the system level. We heard about the need for the CCCCO to continue to streamline and integrate its reporting requirements for various systemwide initiatives and programs overall.

"Perhaps one of the most helpful things to happen even this past week [is that] the Chancellor's Office sent out their restructure of their staff [by regions] and categorical programs. [The CCCCO introduced] who's going to be the regional contact and who was the categorical expert and [how it] was literally tied to a Success team…seeing the Chancellor's Office themselves apply this Guided Pathways framework…was a really good example of what we could do."
- Vice President

"So we have the Vision for Success, but what initiatives and what programs support that Vision? [The CCCCO could] provide a visual to the field of here's how we see it at the state Chancellor's Office that's going to help the field get to this…We don't have a visual, so we don't know how they see Guided Pathways and Student Equity and Achievement and the Student Centered Funding Formula together." - Vice President

Recommendations

We found several broad areas for strengthening the CCCCO's support for CCCGP efforts across the system. To advance progress in these areas, we offer the following recommendations:

- articulate a common definition of equity to inform all aspects of CCCGP;
- model integration of CCCCO structures and priorities;
- support strategic alignment of CCCGP at the district, regional, or system level, as appropriate;
- improve coherence among CCCCO and non-CCCCO professional learning resources; and
- create sustained learning opportunities with coaching and peer support.

Articulate a Common Definition of Equity to Inform All Aspects of CCCGP

Some interviewees perceived that their colleges' GP efforts encompassed a greater focus on equity than at the system level, as they were unaware of the CCCCO's conceptualization of equity through the CCCGP framework. If the CCCCO intends to use the CCCGP framework as a vehicle to close opportunity gaps, one of the main tenets of the *Vision*, then it should communicate a common definition of equity to inform and support the execution of all aspects of the framework. Equity should be the through line connecting every facet of the CCCGP design and implementation process. The "equity considerations" outlined in the revised SOAA can be an important tool to help colleges keep equity at the center of their efforts. We see additional opportunities to amplify and support efforts such as creating a "culture of equity" to engage college constituency groups, recruiting and hiring diverse candidates for various positions at all levels at both the colleges and the CCCCO, analyzing and widely distributing data to track student progress and success among disproportionately impacted groups as systemwide and institutional changes are implemented under GP, providing training about implicit bias across college constituencies, developing culturally relevant curriculum, and providing faculty development on culturally responsive teaching practices. The CCCCO can gather learnings and share models of how colleges (both within the state and nationally) approach GP through the lens of equity. This could surface additional strategies to help both the CCCCO and the colleges operationalize equity into the implementation of GP across the system.

Model Integration of CCCCO Structures and Priorities

Since GP aims to systematically redesign the student experience, the CCCCO should continue its efforts to fundamentally restructure and streamline how programs, initiatives, funding, reporting requirements, and divisions are organized. Positive examples of this type of change include reconstituting GPAC to incorporate more cross-functional representation, restructuring the Educational Services division, and braiding categorical reform programs related to equity. Considering college personnel's frustration with inconsistent mandates for various initiatives and programs, the CCCCO might also align the system's reporting requirements and timelines, eliminate areas that are duplicative or conflicting, and create a streamlined comprehensive reporting mechanism to replace the multitude of current reports and plans. While this could

require some statutory changes, replacing multiple individual plans and reports (e.g., separate reporting for the Student Equity and Achievement Program and the GP Grant Program, among numerous others) with a single comprehensive plan would help colleges to align their overall goals with the *Vision*, to understand how their various programs and activities contribute to those goals, and to identify opportunities to eliminate less-aligned programs and activities in order to better focus on efforts likely to contribute to achieving the *Vision* goals. It would build the colleges' capacity to engage in deep GP implementation work rather than expend time and energy on writing up compliance-driven reports and plans. The CCCCO could also consider gathering feedback from GPAC about how to integrate and align systemwide priorities. By focusing on efforts to integrate and align various systemwide priorities, the CCCCO can lead the way in modeling the type of integration it wishes to see in the field while better supporting the colleges in achieving that integration.

Support Strategic Alignment of CCCGP at the District, Regional, or System Level, as Appropriate

Interviewees expressed appreciation for having the flexibility to tailor the CCCGP framework to their college's context. Our findings also show that college personnel see value in the alignment of some GP efforts beyond the individual college level and suggest that the CCCCO could potentially take a more proactive role in fostering alignment (see sidebar, More Alignment of GP Efforts across Colleges Desired, on page 29). The appropriate level for alignment clearly varies, as does the type of leadership role the CCCCO can best play. The CCCCO should continue to gather feedback from the field in order to ascertain whether alignment of GP efforts is useful and at what level. However, our findings suggest a number of potential areas for further exploration. College personnel suggested that some district-level alignment of pathways may be helpful in order to create a seamless experience for students who attend multiple colleges within a district. The CCCCO can support or provide the space for more district-level conversations to discuss priority areas such as alignment of meta majors and pathways. The CCCCO could also review system-level policies (e.g., around program approval) to ensure that they do not pose barriers to the alignment that could benefit students. College personnel also pointed to the value of systemwide alignment of technology and language to communicate GP. For example, the CCCCO could consider using its purchasing power to negotiate better pricing on behalf of the colleges, provide a menu of preferred and vetted vendors for technological systems, and provide more capacity for IT support in order to help the colleges build their technological infrastructure and streamline business processes. It may also be helpful for the CCCCO to help build the capacity for messaging and create a communications toolkit to signal the importance of and provide a shared language for GP efforts across the system.

Improve Coherence among CCCCO and Non-CCCCO Professional Learning Resources

Although college personnel noted the large number of CCCCO and non-CCCCO activities to support GP implementation, many found it overwhelming, lacked the bandwidth to access such resources, and struggled to understand how they fit into a cohesive suite of professional learning opportunities. The CCCCO could map the systemwide collection of professional

learning opportunities in order to identify existing topical areas, target audiences, and gaps in support. The map should also identify how these professional learning opportunities help college personnel make progress on implementing GP, such as in key areas of the SOAA. This could inform how the CCCCO curates, integrates, and improves the organization of all CCCCO and non-CCCCO resources in order to create a cohesive professional learning infrastructure that is connected to moving GP efforts forward. The CCCCO should also create a mechanism to better communicate the range of offerings to college personnel. As the CCCCO continues to evolve the professional learning infrastructure, it should keep in mind developing coherence among various supports and help colleges navigate such supports in a way that is easily accessible. This will better help college personnel understand how to utilize the various resources while leveraging their limited time and funding for professional learning opportunities.

Create Sustained Learning Opportunities with Coaching and Peer Support

College personnel found that professional learning opportunities are most useful when supports are tailored to the college's needs and structured in multiple learning sessions, with dedicated coaches, and a cohort approach. Rather than one-off events, the CCCCO should consider building sustained learning opportunities with a clear content arc and provide space for college personnel to connect and share learnings with colleagues from their own college as well as other colleges. The CCCCO should also consider deploying a coaching or technical assistance team model to help college personnel at all levels of leadership working on GP to address specific implementation issues. It is important for the CCCCO to continue to gather feedback about what areas college personnel need GP support and how they would like such support to be structured. This can inform potential follow-up professional learning opportunities, regional discussions, discussions tailored to college characteristics (e.g., size, context), or communities of practice to sustain learning and engagement to advance GP efforts.

Conclusion: Reflections on a Timeline for Progress

Several national reports have described the processes and experiences at community colleges across the country that have been working to implement GP in recent years, or have outlined lessons from other large-scale education reform efforts.[7, 8, 9] A review of these reports reveals some common elements that suggest a four-stage trajectory for GP implementation:

1. laying the groundwork by building knowledge and understanding of the elements of GP and the design challenge, typically among a leadership group;
2. gaining broader commitment and ownership across the college community;
3. designing and implementing various components of the four pillars; and
4. sustaining and institutionalizing new structures and processes.

Overall, our interviews and focus groups at the 12 case study colleges, along with the results of our survey of GP committee members at other colleges, indicate that the colleges appear to be at the early pre-implementation stage of GP development. When asked about their primary accomplishments to date, college personnel largely pointed to accomplishments that would fall into stages one and two of this trajectory, including efforts to establish leadership structures for their GP-related work; to raise awareness and understanding of GP among college personnel; and to garner support and engagement across college constituencies. The revised SOAA, which is intended to help the colleges in the CCC system assess progress toward GP, is focused on identifying progress in the third stage of designing and implementing components of the four pillars. Therefore, the SOAA is ideal for tracking progress in stage three, but is unlikely to capture progress in the first two stages. While most colleges had initiated discussions of work in stage three, including the design of meta majors and program maps, only a few had made significant strides toward actual implementation of such components. Those colleges who had begun stage three efforts had gotten a “head start” on the work through participation in the CAGP or other early efforts to bring GP to their colleges, often dating back several years before CCCGP. They had received more support than other colleges through the CAGP institutes, Achieving the Dream coaches, or other opportunities to learn from experienced peer institutions. The resources that had supported them in making progress reflected the elements of sustained learning, individualized coaching, and peer learning that interviewees said make for useful professional learning opportunities.

National reports suggest that the overall progress among the colleges in the CCC system we examined reflects what appears to be a normal trajectory that has led to eventual success. Across colleges in different states, these reports noted that fostering cross-functional collaboration, garnering engagement from various constituency groups, and helping personnel understand their role in GP were important early elements in GP planning. The reports indicated that colleges need to “lay the groundwork for whole college redesign,” such as developing a focus on data-informed practice; finding ways to provide time and adequate support to personnel in various roles; and developing a culture that encourages experimentation. Our findings from the colleges in the CCC system are consistent in terms of the challenges they are

experiencing to get through these initial stages. According to the national reports, these early elements have generally taken substantial time—as much as two or more years—even for colleges receiving more intensive supports through the process than is the case for colleges outside of the CAGP. Our findings from these initial visits to the case study colleges suggest that the CCCCO may want to adjust its expectations for progress and provide more or different kinds of support to help colleges advance from the early stages of spreading knowledge and garnering support to the later stages of design and implementation, and eventually to sustainability and institutionalization. Looking ahead, community colleges' experiences nationally also suggest that colleges will need specific support to help them sustain change in the long run once implementation efforts are complete, and we will explore colleges' efforts and support needs for institutionalizing GP in future reports. Our first set of recommendations, above, offers ideas for improving the CCCCO's support of the colleges as they work toward large-scale institutional change.

Future Directions for the CCCGP Evaluation

We will revise our interview and focus group protocols in preparation for the second round of visits to the 12 case study colleges, planned for spring 2020, to reflect what we learned during the initial visits and what can be gleaned from a review of their updated SOAA plans. Our next visit will focus on the progress colleges have made over the year, the challenges they face in their new stage of planning and implementation, and the kinds of supports they need to continue their efforts.

We will continue to work with the CCCCO in targeting the focus of our developmental evaluation of internal CCCCO processes and structures to the areas of greatest need identified in consultation with the CCCGP leadership. We will also continue our ongoing efforts, including observations of GPAC meetings, observations of CCCCO GP workshops and other supports, and review of documents provided by the CCCCO, its partners, and the colleges.

Appendix A: Detailed Evaluation Methodology

In this section, we detail the components of our evaluation methodology. We organize this section around the site visits, college GP committee survey, and meeting observations.

Site Visits

Through a case study approach, we are following 12 colleges throughout the duration of our evaluation (spring 2019, spring 2020, and fall 2020) to foster dialogue with the field and learn about the colleges' GP journey. We are not evaluating how well the colleges are implementing the CCCGP framework; rather, our goal is to understand these colleges' overall experience with planning and implementing CCCGP and how useful the CCCCO supports are for facilitating their efforts. Our report findings highlight trends and key learnings as a whole, across the group of 12 case study colleges. We also provide each college with its own individualized memo that summarizes feedback and learnings after every visit. These individualized memos are not shared with the CCCCO.

To ensure a representative sample of colleges across the system, our selection methodology took into account characteristics such as region, urbanicity, college size, student population, and prior GP experience. The 12 colleges in the case studies are:

- Antelope Valley College
- College of the Desert
- Contra Costa College
- Cuyamaca College
- East Los Angeles College
- Fresno City College
- Norco College
- Sacramento City College
- Santa Ana College
- Santa Rosa Junior College
- Shasta College
- West Hills College Coalinga

To support this case study approach, we conducted college visits in spring 2019 (between February and April 2019). In recognition of the time needed for college personnel to set up and participate in the interviews and focus groups, the CCCCO offered each college a one-time incentive of $1,000 to offset a portion of the cost. We worked with a GP lead and administrative assistant at each college to coordinate the college visit, and they identified the list of interviewees and focus group participants. During the visits, we held hour-long semi-structured interviews with senior leadership and GP committee members as well as focus groups with instructional faculty, counseling faculty and student services professionals, classified staff, and students (see Table A-1 for total number of participants and Appendix B). We asked 315 senior leaders and college personnel from across the 12 case study colleges to reflect upon their level of GP awareness and their perceptions of its intended goals, the governance structure the

colleges have set up for GP, implementation progress and challenges, and areas for support. We provided snacks and beverages during the college personnel interviews and focus groups. We also spoke to 80 students from across the 12 case study colleges to understand their level of awareness and perceptions of GP, their experiences with choosing a program of study, their educational goals and expected timeframe to completion, the challenges encountered that prevent timely completion, and their suggestions for additional support. We offered food, beverages, and a $30 gift card to students as incentives for their participation in the focus groups.

We audio-recorded the interviews and focus groups and uploaded the audio files for transcription to Rev.com. We conducted thematic coding of the transcripts and then reviewed codes across transcripts to determine the prevalent themes, which are presented in this report. We drew representative quotes from the interviews and focus groups and lightly edited them for readability, as needed.

Table A-1. Total Number of Participants from Case Study Colleges

College	College Personnel Interviewees*	Instructional Faculty Focus Group Participants	Counseling Faculty/Student Services Professionals Focus Group Participants	Classified Staff Focus Group Participants	Student Focus Group Participants	Total per College
Antelope Valley College	9	6	4	3	8	30
College of the Desert	9	4	5	5	2	25
Contra Costa College	9	3	3	4	5	24
Cuyamaca College	11	0	9	6	8	34
East Los Angeles College	9	5	6	5	7	32
Fresno City College	9	6	4	4	8	31
Norco College	10	3	3	3	6	25
Sacramento City College	13	10	2	0	3	28
Santa Ana College	6	18	13	21	11	69
Santa Rosa Junior College	10	4	5	4	2	25
Shasta College	6	11	4	15	17	53
West Hills College Coalinga	11	0	2	3	3	19
Total across Colleges	**112**	**70**	**60**	**73**	**80**	**395**

**Note: College personnel interviewees comprise senior administrators and college GP committee members from various job roles and job areas.*

College GP Committee Survey

To validate the findings from our 12 case study colleges more broadly, we administered an online survey, via Qualtrics, to GP committee members at colleges that were not included in the site visits. In an effort to garner higher response rates, we sent two reminder emails to college GP committee members who had not completed the survey. We offered college GP committee

members the chance to win one of five $100 gift cards as an incentive to complete the survey. We drew gift card recipients at random from among survey respondents.

We compiled a list of 746 GP committee members from 102 colleges through scanning each college's website for GP committee rosters, using the CCCCO's GP contact directory posted on the Vision Resource Center, and asking the Regional Coordinators to provide us a list of their GP college contacts. We did not include the online community college in our survey sample. We had 153 survey respondents (yielding a 21% response rate) representing 78 colleges.

Through the survey, we asked GP committee members to reflect on the level of GP awareness and engagement at their college, student challenges, GP implementation challenges, access to supports, requests for additional support, GP governance and leadership structure, and alignment of GP efforts (see Appendix C and Appendix D).

We conducted descriptive analyses of the closed-ended survey data through IBM SPSS Statistics. For the open-ended survey data, we synthesized respondents' comments and coded for the most prevalent themes.

Meeting Observations

To understand how the CCCCO is rolling out CCCGP and supporting the colleges in their GP efforts, we observed four GP Advisory Committee (GPAC) meetings between March and August 2019 (March 1, April 19, June 3, and August 7). Our plans to conduct a survey of the GPAC membership, as a follow-up to our July 2018 survey, were postponed at the request of the CCCCO, so our findings are based on a review of documents and observations of these four GPAC meetings. We used a meeting observation protocol and documented notes related to the distribution of meeting materials, agenda description, purpose and structure of the meeting, tone and participation, post-meeting action items and accountability, and other key takeaways relevant to the evaluation. We also observed other selected CCCGP meetings and workshops and scanned relevant CCCGP documents.

We conducted a review of the meeting observations and relevant documents and presented the synthesis of our observations in this report.

Appendix B: Guided Pathways Spring 2019 Interview and Focus Group Protocols

Lead-in:

Hello, my name is [First Name], and I am a researcher with EdInsights. Thanks for taking the time to meet with me today.

If they don't know what EdInsights is, add:

EdInsights is a research and policy center housed at California State University, Sacramento, that is devoted to student success, particularly for underserved populations, and the public benefits of education. Through policy research, evaluation, and capacity building, we aim to inform and improve policymaking and practice within and across K-12, community colleges, and public universities.

If they don't know what our role with GP is, add:

We conduct developmental, formative, and summative evaluation of the implementation of the Guided Pathways framework.

Our current phase of the research is focused on understanding colleges' experiences in developing and implementing GP and learning how the CCCCO can better support the colleges through this process. We are taking a developmental evaluation approach that emphasizes the importance of fostering dialogue with stakeholders and learning from the field.

We are following 12 colleges for the next few years, making annual visits to have conversations with students, faculty, staff, and senior leaders about GP. Your college was selected to be representative of the variation across colleges in size, student demographics, location, and prior GP experience.

The interview will take about 1 hour. I am going to record the interview so we have an accurate record of what was said for our research. The recording will only be used within the EdInsights team and will not be shared further.

Do you have any questions for me before we get started?

Senior Leaders and GP Committee Leads Interview Protocol

GP Awareness

1. Briefly, can you describe how you are involved with the California Community Colleges Guided Pathways (GP) efforts on your campus?

2. What's your understanding of the purpose of GP for the system? How about the vision for GP on your campus?
    a. *Probe [if differences between system and campus vision]*: Do you see a difference between the system and campus vision? How so?
    b. *Probe*: Do you envision challenges in implementing GP for certain student populations?
    c. *For multi-college district only*: How does being part of a multi-college district influence your college's work on GP? Does your college work with other colleges in the district around GP? What are the benefits and challenges of these partnerships?

3. How do you see GP related to other systemwide initiatives or programs (such as AB 705, Strong Workforce, Student Equity and Achievement Program [BSI, SE, SSSP])?
    a. *Probe:* how campus is aligning efforts, leveraging resources (time, funding, people) to do this work
    b. *Probe:* on successes and challenges

4. Were there efforts already underway that influenced your work on GP?
    a. *Probe:* prior GP experience (American Association of Community Colleges, CA Demonstration Project), consortium partnership, College Promise Pathways partnership
    b. *Follow-up*: Did it help with GP efforts or require a shift in direction?

GP Campus Implementation Efforts

5. How is your campus approaching the implementation of GP?
    a. *Probe*: What's the infrastructure? Who is leading the work for GP? Who else is involved?
    b. *Follow-up*: How do you go about ensuring representation from cross-functional teams?

6. Looking beyond the GP planning/design team, how is the GP implementation being received on your campus? What's the process for garnering support and gathering input for GP across the campus?
    a. *Probe:* How widespread is awareness beyond senior leadership and GP committee such as students, faculty, staff, and other senior leaders?
    b. *Follow-up*: Are there pockets of resistance to GP on your campus? What are people's concerns? How is the campus responding to those concerns?

7. What GP accomplishments are you most proud of to date?
8. And what has been the greatest challenge to date while implementing GP?
    a. *Probe in challenges:* culture change, large-scale transformation, breaking down silos, time/effort to overcome bureaucracy, resources

GP Resources and Supports

9. Are you familiar with the Chancellor's Office regional approach to GP? Tell me more about your understanding.
    a. *Follow-up*: What about the Regional Coordinator? What is your understanding of their role? Have you met them? How do you envision they could be most helpful to you and your campus?
    b. *Follow-up (if they don't know about Regional Coordinators; provide a quick overview of the role of Regional Coordinators and explain how the strategy is still under development)*: What types of support would you like to see from the Regional Coordinators?
    c. *Follow-up*: Are you working or learning from other colleges? Tell me more about that experience.

10. The Chancellor's Office is rolling out resources and supports to help with the implementation of GP. What types of supports have you or your campus used to help plan and/or implement GP?
    a. *Probe*: Chancellor's Office supports such as online resources on the Vision Resource Center, GP workshops, Regional Coordinators, regional learning clusters, and non-Chancellor's Office supports
    b. *Follow-up*: What worked well? What didn't work well?
    c. *Follow-up:* Do you see these resources (online and face-to-face) as integrated or connected? If not, how can they be better connected?
    d. *Probe*: Are there supports or resources that you would like to see that are not currently offered?

Key Takeaways

11. What do you see as the biggest benefit of GP?

12. What is the most important thing you have learned since launching this journey?

13. Going forward, what are your campus' most important goals for GP implementation in the coming year?
    a. *Follow-up:* Thinking about those goals, what do you see as the biggest challenge?
    b. *Follow-up:* How can the Chancellor's Office better support you or your campus around that challenge?

14. If you had a magic wand, what's the one thing you would change about how GP implementation is going on your campus?

15. Is there anything else that you would like to share that we have not covered?

GP Committee Focus Group Protocol

1. Let's go around and introduce yourself (name, role in GP team).
2. What's your understanding of the purpose of GP for the system? How about the vision for GP on your campus?
3. How do you see GP related to other systemwide initiatives or programs (such as AB 705, Strong Workforce, Student Equity and Achievement Program [BSI, SE, SSSP])?
4. Were there efforts already underway that influenced your work on GP?
5. [*Only ask question if lacking clarity from interviews*] How is your campus approaching the implementation of GP?
6. How is the GP implementation being received on your campus? What's the process for garnering support and gathering input for GP across the campus?
7. What GP accomplishments are you most proud of to date?
8. And what has been the greatest challenge to date while implementing GP?
9. Are you familiar with the Chancellor's Office regional approach to GP? Tell me more about your understanding.
10. The Chancellor's Office is rolling out resources and supports to help with the implementation of GP. What types of supports have you or your campus used to help plan and/or implement GP?
11. What do you see as the biggest benefit of GP?
12. What is the most important thing you've learned since launching this journey?
13. Going forward, what are your campus' most important goals for GP implementation in the coming year?
14. If you had a magic wand, what's the one thing you would change about how GP implementation is going on your campus?

College Personnel (Instructional Faculty, Counseling Faculty/Student Services Professionals, and Classified Staff) Focus Group Protocol

1. Let's go around and introduce yourself (name, role).
2. What's your understanding of the purpose of GP for the system? How about the vision for GP on your campus?
    a. *Follow-up*: How did you learn about this?

3. What's your role (as instructional faculty/student services professionals/staff) in the GP efforts on campus?

4. What's the potential impact of GP on your work? What are the challenges as [instructional faculty/counseling faculty/student services/staff] for implementing GP?
    a. *Probe if instructional faculty:* redesigning curriculum and pathways
    b. *Probe if counseling faculty/student services professionals:* changes in counseling, support, and services

5. What is the potential impact of GP for students?

6. Are you familiar with the Chancellor's Office regional approach to GP? Tell me more about your understanding.
    a. *Follow-up*: What about the Regional Coordinator? What is your understanding of their role? Have you met them?

7. The Chancellor's Office is rolling out resources and supports to help with the implementation of GP. What types of supports have you or your campus used to help plan and/or implement GP?
    a. *Probe*: Chancellor's Office supports such as online resources on the Vision Resource Center, GP workshops, Regional Coordinators, regional learning clusters, and non-Chancellor's Office supports
    b. *Follow-up*: What has been the most helpful support you've experienced to date? What has been the least helpful?

8. How can the Chancellor's Office better support you around GP efforts?

9. If you had a magic wand, what's the one thing you would change about how GP implementation is going on your campus?

Student Focus Group Protocol

1. Let's go around and introduce yourself (name, what drew you to [name of college]).

2. How many of you have chosen a program of study? (*count off the number of students who have chosen a program and those who have not*)
    a. *Follow-up for students who chose a major*: What's your program of study and how did you decide on that? Did your college help you choose a program of study?
    b. *Follow-up for all students:* What are some challenges to choosing a program of study? How can your college better support students in helping them choose a program?

3. What are your educational goals at [name of college]? What's the timeframe that you would like to achieve these goals?
    a. *Probe:* time to degree, educational goals

b. *Follow-up*: If you or your peers were not successful in reaching those goals at [name of college], what would be the biggest obstacle/reason why keeping you or your peers from reaching that goal?
c. *Follow-up*: How can your college help you stay on path and reach your goal?

4. Can you walk me through the process of choosing your courses each semester?
    a. *Follow-up:* Have you been able to get the courses you need? If not, what's been the problem and what do you end up doing?

5. Who do you or your peers go to for help if you need academic support? What about support for non-academic issues?
    a. *Probe*: counseling/advising availability
    b. *Follow-up*: What's been most useful? What's been most challenging?

6. Guided Pathways is an approach that provides clear program pathways so that students who enroll can earn a degree or certificate. It also includes support services for students tied to those program pathways. The overall goal is to make sure that students don't just take classes but that they have an educational plan and are able to succeed. Are you aware of any efforts on your campus like this?
    a. *Follow-up if students are aware of GP efforts:* Can you tell me a little more about what you know about this?
    b. *Follow-up if students are unaware of GP efforts*: Do you see any benefits in this approach? If so, what are they?

7. Since enrolling in [name of college], what has been your biggest frustration? What has been the most positive experience?

8. If you could wave a magic wand, what's the one thing you would change about your college to help you achieve your goals?

Appendix C: College Guided Pathways Committee Survey

The California Community College Chancellor's Office (CCCCO) asked Education Insights Center (EdInsights)—a research and policy center devoted to student success, located at Sacramento State University—to evaluate its efforts in rolling out the California Community Colleges Guided Pathways (GP) framework across all the colleges in the system. Our evaluation seeks to understand colleges' experiences in developing and implementing GP and how useful the CCCCO supports have been in helping the colleges with their GP efforts. We are NOT evaluating how well colleges are implementing GP; rather, we are gathering learnings about how the CCCCO can better tailor supports to meet the needs of the colleges. In spring 2019, we conducted college visits at 12 colleges and spoke with senior leaders, faculty, staff, and students about their college's GP journey to date. Now we are surveying people serving on college GP committees or otherwise leading GP efforts across all California community colleges. Your input will help us learn whether our findings from the 12 colleges we visited are representative of the system and will allow us to better understand variation in perspectives. The survey will take approximately 15 minutes to complete. In appreciation of your time, you will be entered into a raffle to win one of five $100 Amazon gift cards. Your responses will be kept completely confidential. Your name, college, and any other identifying information will never be used in the reporting of our findings. If you have any questions about this survey or the evaluation, please contact EdInsights' GP Evaluation Co-Lead Connie Tan at connie.tan@csus.edu. Your participation in this survey is entirely voluntary. By taking this survey, you are agreeing to participate in the evaluation research.

1. How **familiar,** on average, would you estimate the following constituencies at your college are with **the purpose of GP for the system**?

	Not at all familiar	Slightly familiar	Moderately familiar	Quite familiar	Extremely familiar	I don't know
Instructional faculty	❍	❍	❍	❍	❍	❍
Part-time or adjunct faculty	❍	❍	❍	❍	❍	❍
Counseling faculty	❍	❍	❍	❍	❍	❍
Classified staff	❍	❍	❍	❍	❍	❍
Managers (e.g., Deans, Directors)	❍	❍	❍	❍	❍	❍
Senior administrators (e.g., Presidents, VPs)	❍	❍	❍	❍	❍	❍
Students	❍	❍	❍	❍	❍	❍

2. How **familiar,** on average, would you estimate the following constituencies at your college are with **specific GP efforts at your college to date**?

	Not at all familiar	Slightly familiar	Moderately familiar	Quite familiar	Extremely familiar	I don't know
Instructional faculty	❍	❍	❍	❍	❍	❍
Part-time or adjunct faculty	❍	❍	❍	❍	❍	❍
Counseling faculty	❍	❍	❍	❍	❍	❍
Classified staff	❍	❍	❍	❍	❍	❍
Managers (e.g., Deans, Directors)	❍	❍	❍	❍	❍	❍
Senior administrators (e.g., Presidents, VPs)	❍	❍	❍	❍	❍	❍
Students	❍	❍	❍	❍	❍	❍

3. How **engaged,** on average, would you estimate the following constituencies are with **advancing GP efforts at your college**?

	Not at all engaged	Slightly engaged	Moderately engaged	Quite engaged	Extremely engaged	I don't know
Instructional faculty	❍	❍	❍	❍	❍	❍
Part-time or adjunct faculty	❍	❍	❍	❍	❍	❍
Counseling faculty	❍	❍	❍	❍	❍	❍
Classified staff	❍	❍	❍	❍	❍	❍
Managers (e.g., Deans, Directors)	❍	❍	❍	❍	❍	❍
Senior administrators (e.g., Presidents, VPs)	❍	❍	❍	❍	❍	❍
Students	❍	❍	❍	❍	❍	❍

4. Has your college used any of the following methods to obtain input from students as part of your GP efforts to date?

	Yes	No	I don't know
Consultation with student leaders	❍	❍	❍
Student focus groups	❍	❍	❍
Student surveys	❍	❍	❍
Student information forums or town halls	❍	❍	❍
Other (please describe)	❍	❍	❍

5. How common, on average, would you estimate the following challenges are for students at your college?

	Not at all common	Slightly common	Moderately common	Quite common	Extremely common	I don't know
Gaining access to courses	❍	❍	❍	❍	❍	❍
Gaining access to counseling appointments	❍	❍	❍	❍	❍	❍
Getting accurate information in counseling appointments	❍	❍	❍	❍	❍	❍
Accessing guidance on choosing a major or course of study	❍	❍	❍	❍	❍	❍
Accessing guidance on career options	❍	❍	❍	❍	❍	❍
Gaining access to tutoring or other academic assistance	❍	❍	❍	❍	❍	❍
Gaining access to non-academic assistance (e.g., mental health, basic needs)	❍	❍	❍	❍	❍	❍
Developing effective time management and/or study skills	❍	❍	❍	❍	❍	❍
Balancing **school and family** obligations	❍	❍	❍	❍	❍	❍
Balancing **school and work** obligations	❍	❍	❍	❍	❍	❍
Having sufficient financial aid	❍	❍	❍	❍	❍	❍
Transportation constraints	❍	❍	❍	❍	❍	❍
Food insecurity	❍	❍	❍	❍	❍	❍
Housing insecurity	❍	❍	❍	❍	❍	❍
Other (please describe)	❍	❍	❍	❍	❍	❍

6. To what extent is each of the following issues a challenge your college is facing as part of its work on GP?

	Not at all challenging	Slightly challenging	Moderately challenging	Quite challenging	Extremely challenging	I don't know
Changing culture (e.g., institutional culture, individual mindsets)	❍	❍	❍	❍	❍	❍
Cross-functional collaboration (e.g., between instruction and student services)	❍	❍	❍	❍	❍	❍
Finding time to work on GP	❍	❍	❍	❍	❍	❍
Turnover in key leadership positions	❍	❍	❍	❍	❍	❍
Difficulty moving from discussion to action	❍	❍	❍	❍	❍	❍
Skepticism about longevity of GP as a system priority	❍	❍	❍	❍	❍	❍
Tailoring GP for particular student populations	❍	❍	❍	❍	❍	❍

6. To what extent is each of the following issues a challenge your college is facing as part of its work on GP? (continued)

	Not at all challenging	Slightly challenging	Moderately challenging	Quite challenging	Extremely challenging	I don't know
Garnering support or engagement in GP efforts across college constituencies	❍	❍	❍	❍	❍	❍
Implementing technology systems to support GP (e.g., scheduling, enrollment management, advising platforms, registration)	❍	❍	❍	❍	❍	❍
Communicating about GP to various college constituencies (e.g., designing a website to communicate to students, explaining how GP impacts job roles/function)	❍	❍	❍	❍	❍	❍

6. To what extent is each of the following issues a challenge your college is facing as part of its work on GP? (continued)

	Not at all challenging	Slightly challenging	Moderately challenging	Quite challenging	Extremely challenging	I don't know
Integrating planning efforts for CCCCO initiatives/ programs using the GP framework	❍	❍	❍	❍	❍	❍
Other (please describe)	❍	❍	❍	❍	❍	❍

7. Which of the following GP supports have **you** accessed?

	Yes	No	I don't know
IEPI GP Workshops	❍	❍	❍
Vision Resource Center	❍	❍	❍
Regional Coordinator(s)	❍	❍	❍
Other (please describe)	❍	❍	❍

Display the following questions if "Yes" was selected above:

7a. How useful have **you** found the **IEPI GP Workshops** to be in supporting your college's efforts to plan and implement GP?

❍	❍	❍	❍	❍	❍
Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don't know

7b. How useful have **you** found the **Vision Resource Center** to be in supporting your college's efforts to plan and implement GP?

❍	❍	❍	❍	❍	❍
Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don't know

7c. How useful have **you** found the **Regional Coordinator(s)** to be in supporting your college's efforts to plan and implement GP?

❍	❍	❍	❍	❍	❍
Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don't know

8. As far as you know, which of the following GP supports have **colleagues** at your college accessed?

	Yes	No	I don't know
IEPI GP Workshops	❍	❍	❍
Vision Resource Center	❍	❍	❍
Regional Coordinator(s)	❍	❍	❍
Other (please describe)	❍	❍	❍

Display the following questions if “Yes” was selected above:

8a. As far as you know, how useful have **your colleagues** found the **IEPI GP Workshops** to be in supporting the college’s efforts to plan and implement GP?

❍	❍	❍	❍	❍	❍
Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don’t know

8b. As far as you know, how useful have **your colleagues** found the **Vision Resource Center** to be in supporting the college’s efforts to plan and implement GP?

❍	❍	❍	❍	❍	❍
Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don’t know

8c. As far as you know, how useful have **your colleagues** found the **Regional Coordinator(s)** to be in supporting the college’s efforts to plan and implement GP?

❍	❍	❍	❍	❍	❍
Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don’t know

9. Considering the supports previously listed and any other GP support you may have used, what has been the **most effective support** you have accessed to date? Please explain why.

10. Considering the supports previously listed and any other GP support you may have used, what has been the **least effective support** you have accessed to date? Please explain why.

11. Which of the following supports would you or your college find useful to your future GP efforts?

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don't know
Support for managing institutional change	❍	❍	❍	❍	❍	❍
Support for engaging different constituency groups	❍	❍	❍	❍	❍	❍
Support for cross-functional collaboration	❍	❍	❍	❍	❍	❍
Support for moving from design to action	❍	❍	❍	❍	❍	❍
Resources targeted to specific implementation efforts (e.g., templates for program mapping, models for embedded counseling)	❍	❍	❍	❍	❍	❍
Technical assistance in the form of content experts or coaches	❍	❍	❍	❍	❍	❍
Timelines and/or expected milestones for GP implementation efforts	❍	❍	❍	❍	❍	❍
Case studies (e.g., promising practices and challenges)	❍	❍	❍	❍	❍	❍
Professional development activities tailored to specific job functions (e.g., instructional faculty, counselors)	❍	❍	❍	❍	❍	❍
Facilitating cross-entity conversations about GP (e.g., across colleges, with K-12 and/or university partners)	❍	❍	❍	❍	❍	❍
Support for technology implementation	❍	❍	❍	❍	❍	❍

11. Which of the following supports would you or your college find useful to your future GP efforts? (continued)

	Not at all useful	Slightly useful	Moderately useful	Quite useful	Extremely useful	I don't know
Support for communicating about GP to various college constituencies (e.g., website development, messaging)	❍	❍	❍	❍	❍	❍
Support for integrated planning using the GP framework	❍	❍	❍	❍	❍	❍
Other (please describe)	❍	❍	❍	❍	❍	❍

12. If you could change one thing about **how your college is approaching the planning and implementation of GP**, what would it be?

13. If you could change one thing about **how the CCCCO is approaching GP**, what would it be?

14. Which of the following most closely describes your college's current governance or leadership structure as part of your GP planning efforts?

❍ Single GP committee

❍ GP committee with subcommittees (e.g., design teams, pillar teams, work groups) charged with specific tasks

❍ Other (please describe) _____

❍ We don't have a formalized GP committee structure

❍ I don't know

Display this question if “Single GP committee,” “GP committee with subcommittees (e.g., design teams, pillar teams, work groups) charged with specific tasks,” or “Other (please describe)” was selected in the question above.

14a. Please indicate whether each of the following constituencies are represented on the GP governance or leadership structure you previously selected.

	Yes	No	I don’t know
Instructional faculty	❍	❍	❍
Part-time or adjunct faculty	❍	❍	❍
Counseling faculty	❍	❍	❍
Classified staff	❍	❍	❍
Managers (e.g., Deans, Directors)	❍	❍	❍
Senior administrators (e.g., Presidents, VPs)	❍	❍	❍
Students	❍	❍	❍

14b. Overall, how would you assess the effectiveness of the GP governance or leadership structure your college has established to date?

❍	❍	❍	❍	❍	❍
Not at all effective	Slightly effective	Moderately effective	Quite effective	Extremely effective	I don’t know

14c. Why did you select the rating you did?

15. Overall, how effective do you think your college's GP planning efforts have been to date?

❍	❍	❍	❍	❍	❍
Not at all effective	Slightly effective	Moderately effective	Quite effective	Extremely effective	I don't know

16. Why did you select the rating you did?

17. Overall, how important is it to align GP efforts (e.g., alignment of technology platforms, meta majors, messaging) beyond the individual college level?

❍	❍	❍	❍	❍	❍
Not at all important	Slightly important	Moderately important	Quite important	Extremely important	I don't know

18. Why did you select the rating you did?

Display this question if "Slightly important," "Moderately important," "Quite important," or "Extremely important" was selected in question "For the question "Overall, how important is it to align GP efforts (e.g., alignment of technology platforms, meta majors, messaging) beyond the individual college level?"

18a. In your view, how important is it to align the following across colleges?

	Not at all important	Slightly important	Moderately important	Quite important	Extremely important	I don't know
Technology platforms	❍	❍	❍	❍	❍	❍
Meta majors (this term is used by the CCCCO, but another term may be used at your college)	❍	❍	❍	❍	❍	❍
Language used to communicate with students about GP	❍	❍	❍	❍	❍	❍

Display this question if selected “Moderately important,” “Quite important,” or “Extremely important” for the question “If In your view, how important is it to align the following across colleges? – Technology platforms”

18b. At what level do you think alignment of **technology platforms** should occur?

❍	❍	❍
Across all colleges within a **district**	Across all colleges in a **region**	Across all colleges in the CCC **system**

Display this question if selected “Moderately important,” “Quite important,” or “Extremely important” for the question “In your view, how important is it to align the following across colleges? – Meta majors”

18c. At what level do you think alignment of **meta majors** should occur?

❍	❍	❍
Across all colleges within a **district**	Across all colleges in a **region**	Across all colleges in the CCC **system**

Display this question if selected “Moderately important,” “Quite important,” or “Extremely important” for the question “In your view, how important is it to align the following across colleges? – Language used to communicate with students about GP”

18d. At what level do you think alignment of **language used to communicate with students about GP** should occur?

❍	❍	❍
Across all colleges within a **district**	Across all colleges in a **region**	Across all colleges in the CCC **system**

19. Is there anything else that you would like to add that we have not covered?

20. What is your primary role at your college?

- ❍ Instructional faculty
- ❍ Part-time or adjunct faculty
- ❍ Counseling faculty
- ❍ Classified staff
- ❍ Manager (e.g., Deans, Directors)
- ❍ Senior administrator (e.g., Presidents, VPs)
- ❍ Student
- ❍ Other _____

Skip to end of survey if “Student” selected above.

21. What is your primary area of work at your college?

- ❍ Instruction
- ❍ Research and planning
- ❍ Student services
- ❍ Business or administrative services
- ❍ Information technology
- ❍ Other _____

Appendix D: College Guided Pathways Committee Survey Frequency Counts

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with the Purpose of GP for the System? - Instructional Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	0	0.0	0.0	0.0
	Slightly familiar	22	14.4	14.5	14.5
	Moderately familiar	75	49.0	49.3	63.8
	Quite familiar	40	26.1	26.3	90.1
	Extremely familiar	14	9.2	9.2	99.3
	I don't know	1	0.7	0.7	100.0
	Total	152	99.3	100.0	
Missing	System	1	0.7		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with the Purpose of GP for the System? - Part-Time or Adjunct Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	17	11.1	11.3	11.3
	Slightly familiar	76	49.7	50.3	61.6
	Moderately familiar	50	32.7	33.1	94.7
	Quite familiar	4	2.6	2.6	97.4
	Extremely familiar	3	2.0	2.0	99.3
	I don't know	1	0.7	0.7	100.0
	Total	151	98.7	100.0	
Missing	System	2	1.3		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with the Purpose of GP for the System? - Counseling Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	0	0.0	0.0	0.0
	Slightly familiar	7	4.6	4.6	4.6
	Moderately familiar	44	28.8	29.1	33.8
	Quite familiar	54	35.3	35.8	69.5
	Extremely familiar	45	29.4	29.8	99.3
	I don't know	1	0.7	0.7	100.0
	Total	151	98.7	100.0	
Missing	System	2	1.3		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with the Purpose of GP for the System? - Classified Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	11	7.2	7.3	7.3
	Slightly familiar	49	32.0	32.5	39.7
	Moderately familiar	63	41.2	41.7	81.5
	Quite familiar	23	15.0	15.2	96.7
	Extremely familiar	3	2.0	2.0	98.7
	I don't know	2	1.3	1.3	100.0
	Total	151	98.7	100.0	
Missing	System	2	1.3		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with the Purpose of GP for the System? - Managers (e.g., Deans, Directors)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	0	0.0	0.0	0.0
	Slightly familiar	5	3.3	3.3	3.3
	Moderately familiar	32	20.9	21.1	24.3
	Quite familiar	54	35.3	35.5	59.9
	Extremely familiar	60	39.2	39.5	99.3
	I don't know	1	0.7	0.7	100.0
	Total	152	99.3	100.0	
Missing	System	1	0.7		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with the Purpose of GP for the System? - Senior Administrators (e.g., Presidents, VPS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	0	0.0	0.0	0.0
	Slightly familiar	4	2.6	2.6	2.6
	Moderately familiar	18	11.8	11.8	14.5
	Quite familiar	41	26.8	27.0	41.4
	Extremely familiar	85	55.6	55.9	97.4
	I don't know	4	2.6	2.6	100.0
	Total	152	99.3	100.0	
Missing	System	1	0.7		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with the Purpose of GP for the System? - Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	71	46.4	47.0	47.0
	Slightly familiar	48	31.4	31.8	78.8
	Moderately familiar	27	17.6	17.9	96.7
	Quite familiar	2	1.3	1.3	98.0
	Extremely familiar	1	0.7	0.7	98.7
	I don't know	2	1.3	1.3	100.0
	Total	151	98.7	100.0	
Missing	System	2	1.3		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with Specific GP Efforts at Your College to Date? - Instructional Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	3	2.0	2.0	2.0
	Slightly familiar	26	17.0	17.1	19.1
	Moderately familiar	58	37.9	38.2	57.2
	Quite familiar	52	34.0	34.2	91.4
	Extremely familiar	12	7.8	7.9	99.3
	I don't know	1	0.7	0.7	100.0
	Total	152	99.3	100.0	
Missing	System	1	0.7		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with Specific GP Efforts at Your College to Date? - Part-Time or Adjunct Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	24	15.7	15.9	15.9
	Slightly familiar	64	41.8	42.4	58.3
	Moderately familiar	57	37.3	37.7	96.0
	Quite familiar	4	2.6	2.6	98.7
	Extremely familiar	1	0.7	0.7	99.3
	I don't know	1	0.7	0.7	100.0
	Total	151	98.7	100.0	
Missing	System	2	1.3		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with Specific GP Efforts at Your College to Date? - Counseling Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	2	1.3	1.3	1.3
	Slightly familiar	10	6.5	6.6	7.9
	Moderately familiar	36	23.5	23.8	31.8
	Quite familiar	54	35.3	35.8	67.5
	Extremely familiar	48	31.4	31.8	99.3
	I don't know	1	0.7	0.7	100.0
	Total	151	98.7	100.0	
Missing	System	2	1.3		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with Specific GP Efforts at Your College to Date? - Classified Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	10	6.5	6.7	6.7
	Slightly familiar	50	32.7	33.3	40.0
	Moderately familiar	67	43.8	44.7	84.7
	Quite familiar	16	10.5	10.7	95.3
	Extremely familiar	6	3.9	4.0	99.3
	I don't know	1	0.7	0.7	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with Specific GP Efforts at Your College to Date? - Managers (e.g., Deans, Directors)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	1	0.7	0.7	0.7
	Slightly familiar	11	7.2	7.3	8.0
	Moderately familiar	25	16.3	16.7	24.7
	Quite familiar	50	32.7	33.3	58.0
	Extremely familiar	61	39.9	40.7	98.7
	I don't know	2	1.3	1.3	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with Specific GP Efforts at Your College to Date? - Senior Administrators (e.g., Presidents, VPs)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	0	0.0	0.0	0.0
	Slightly familiar	7	4.6	4.6	4.6
	Moderately familiar	17	11.1	11.3	15.9
	Quite familiar	41	26.8	27.2	43.0
	Extremely familiar	84	54.9	55.6	98.7
	I don't know	2	1.3	1.3	100.0
	Total	151	98.7	100.0	
Missing	System	2	1.3		
Total		153	100.0		

How Familiar, on Average, Would You Estimate the Following Constituencies at Your College Are with Specific GP Efforts at Your College to Date? - Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all familiar	62	40.5	41.6	41.6
	Slightly familiar	58	37.9	38.9	80.5
	Moderately familiar	24	15.7	16.1	96.6
	Quite familiar	3	2.0	2.0	98.7
	Extremely familiar	1	0.7	0.7	99.3
	I don't know	1	0.7	0.7	100.0
	Total	149	97.4	100.0	
Missing	System	4	2.6		
Total		153	100.0		

How Engaged, on Average, Would You Estimate the Following Constituencies Are with Advancing GP Efforts at Your College? - Instructional Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all engaged	2	1.3	1.3	1.3
	Slightly engaged	37	24.2	24.2	25.5
	Moderately engaged	69	45.1	45.1	70.6
	Quite engaged	34	22.2	22.2	92.8
	Extremely engaged	11	7.2	7.2	100.0
	I don't know	0	0.0	0.0	0.0
	Total	153	100.0	100.0	

How Engaged, on Average, Would You Estimate the Following Constituencies Are with Advancing GP Efforts at Your College? - Part-Time or Adjunct Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all engaged	46	30.1	30.1	30.1
	Slightly engaged	67	43.8	43.8	73.9
	Moderately engaged	36	23.5	23.5	97.4
	Quite engaged	2	1.3	1.3	98.7
	Extremely engaged	1	0.7	0.7	99.3
	I don't know	1	0.7	0.7	100.0
	Total	153	100.0	100.0	

How Engaged, on Average, Would You Estimate the Following Constituencies Are with Advancing GP Efforts at Your College? - Counseling Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all engaged	1	0.7	0.7	0.7
	Slightly engaged	16	10.5	10.5	11.1
	Moderately engaged	48	31.4	31.4	42.5
	Quite engaged	55	35.9	35.9	78.4
	Extremely engaged	32	20.9	20.9	99.3
	I don't know	1	0.7	0.7	100.0
	Total	153	100.0	100.0	

How Engaged, on Average, Would You Estimate the Following Constituencies Are with Advancing GP Efforts at Your College? - Classified Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all engaged	10	6.5	6.5	6.5
	Slightly engaged	65	42.5	42.5	49.0
	Moderately engaged	53	34.6	34.6	83.7
	Quite engaged	20	13.1	13.1	96.7
	Extremely engaged	4	2.6	2.6	99.3
	I don't know	1	0.7	0.7	100.0
	Total	153	100.0	100.0	

How Engaged, on Average, Would You Estimate the Following Constituencies Are with Advancing GP Efforts at Your College? - Managers (e.g., Deans, Directors)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all engaged	3	2.0	2.0	2.0
	Slightly engaged	5	3.3	3.3	5.2
	Moderately engaged	45	29.4	29.4	34.6
	Quite engaged	64	41.8	41.8	76.5
	Extremely engaged	35	22.9	22.9	99.3
	I don't know	1	0.7	0.7	100.0
	Total	153	100.0	100.0	

How Engaged, on Average, Would You Estimate the Following Constituencies Are with Advancing GP Efforts at Your College? - Senior Administrators (e.g., Presidents, VPs)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all engaged	2	1.3	1.3	1.3
	Slightly engaged	13	8.5	8.5	9.8
	Moderately engaged	28	18.3	18.3	28.1
	Quite engaged	56	36.6	36.6	64.7
	Extremely engaged	53	34.6	34.6	99.3
	I don't know	1	0.7	0.7	100.0
	Total	153	100.0	100.0	

How Engaged, on Average, Would You Estimate the Following Constituencies Are with Advancing GP Efforts at Your College? - Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all engaged	40	26.1	26.3	26.3
	Slightly engaged	82	53.6	53.9	80.3
	Moderately engaged	24	15.7	15.8	96.1
	Quite engaged	1	0.7	0.7	96.7
	Extremely engaged	2	1.3	1.3	98.0
	I don't know	3	2.0	2.0	100.0
	Total	152	99.3	100.0	
Missing	System	1	0.7		
Total		153	100.0		

Has Your College Used Any of the Following Methods to Obtain Input from Students as Part of Your GP Efforts to Date? - Consultation with Student Leaders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	9.2	9.3	9.3
	Yes	122	79.7	81.3	90.7
	I don't know	14	9.2	9.3	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

Has Your College Used Any of the Following Methods to Obtain Input from Students as Part of Your GP Efforts to Date? - Student Focus Groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	31	20.3	20.7	20.7
	Yes	105	68.6	70.0	90.7
	I don't know	14	9.2	9.3	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

Has Your College Used Any of the Following Methods to Obtain Input from Students as Part of Your GP Efforts to Date? - Student Surveys

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	18.3	18.7	18.7
	Yes	104	68.0	69.3	88.0
	I don't know	18	11.8	12.0	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

Has Your College Used Any of the Following Methods to Obtain Input from Students as Part of Your GP Efforts to Date? - Student Information Forums or Town Halls

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	74	48.4	50.3	50.3
	Yes	41	26.8	27.9	78.2
	I don't know	32	20.9	21.8	100.0
	Total	147	96.1	100.0	
Missing	System	6	3.9		
Total		153	100.0		

Has Your College Used Any of the Following Methods to Obtain Input from Students as Part of Your GP Efforts to Date? - Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	5.9	15.5	15.5
	Yes	28	18.3	48.3	63.8
	I don't know	21	13.7	36.2	100.0
	Total	58	37.9	100.0	
Missing	System	95	62.1		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Gaining Access to Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	4	2.6	2.7	2.7
	Slightly common	33	21.6	22.1	24.8
	Moderately common	43	28.1	28.9	53.7
	Quite common	51	33.3	34.2	87.9
	Extremely common	18	11.8	12.1	100.0
	I don't know	0	0.0	0.0	0.0
	Total	149	97.4	100.0	
Missing	System	4	2.6		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Gaining Access to Counseling Appointments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	8	5.2	5.4	5.4
	Slightly common	24	15.7	16.1	21.5
	Moderately common	44	28.8	29.5	51.0
	Quite common	38	24.8	25.5	76.5
	Extremely common	31	20.3	20.8	97.3
	I don't know	4	2.6	2.7	100.0
	Total	149	97.4	100.0	
Missing	System	4	2.6		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Getting Accurate Information in Counseling Appointments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	14	9.2	9.3	9.3
	Slightly common	33	21.6	22.0	31.3
	Moderately common	41	26.8	27.3	58.7
	Quite common	32	20.9	21.3	80.0
	Extremely common	24	15.7	16.0	96.0
	I don't know	6	3.9	4.0	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Accessing Guidance on Choosing a Major or Course of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	7	4.6	4.7	4.7
	Slightly common	22	14.4	14.8	19.5
	Moderately common	47	30.7	31.5	51.0
	Quite common	46	30.1	30.9	81.9
	Extremely common	23	15.0	15.4	97.3
	I don't know	4	2.6	2.7	100.0
	Total	149	97.4	100.0	
Missing	System	4	2.6		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Accessing Guidance on Career Options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	2	1.3	1.3	1.3
	Slightly common	23	15.0	15.3	16.7
	Moderately common	54	35.3	36.0	52.7
	Quite common	45	29.4	30.0	82.7
	Extremely common	19	12.4	12.7	95.3
	I don't know	7	4.6	4.7	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Gaining Access to Tutoring or Other Academic Assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	13	8.5	8.7	8.7
	Slightly common	40	26.1	26.7	35.3
	Moderately common	58	37.9	38.7	74.0
	Quite common	28	18.3	18.7	92.7
	Extremely common	8	5.2	5.3	98.0
	I don't know	3	2.0	2.0	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Gaining Access to Non-Academic Assistance (e.g., Mental Health, Basic Needs)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	2	1.3	1.3	1.3
	Slightly common	22	14.4	14.7	16.0
	Moderately common	49	32.0	32.7	48.7
	Quite common	49	32.0	32.7	81.3
	Extremely common	27	17.6	18.0	99.3
	I don't know	1	0.7	0.7	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Developing Effective Time Management and/or Study Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	2	1.3	1.3	1.3
	Slightly common	12	7.8	8.0	9.3
	Moderately common	36	23.5	24.0	33.3
	Quite common	64	41.8	42.7	76.0
	Extremely common	31	20.3	20.7	96.7
	I don't know	5	3.3	3.3	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Balancing School and Family Obligations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	0	0.0	0.0	0.0
	Slightly common	4	2.6	2.7	2.7
	Moderately common	15	9.8	10.1	12.8
	Quite common	56	36.6	37.6	50.3
	Extremely common	71	46.4	47.7	98.0
	I don't know	3	2.0	2.0	100.0
	Total	149	97.4	100.0	
Missing	System	4	2.6		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Balancing School and Work Obligations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	0	0.0	0.0	0.0
	Slightly common	5	3.3	3.4	3.4
	Moderately common	13	8.5	8.7	12.1
	Quite common	49	32.0	32.9	45.0
	Extremely common	80	52.3	53.7	98.7
	I don't know	2	1.3	1.3	100.0
	Total	149	97.4	100.0	
Missing	System	4	2.6		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Having Sufficient Financial Aid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	3	2.0	2.0	2.0
	Slightly common	17	11.1	11.3	13.3
	Moderately common	36	23.5	24.0	37.3
	Quite common	52	34.0	34.7	72.0
	Extremely common	34	22.2	22.7	94.7
	I don't know	8	5.2	5.3	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Transportation Constraints

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	0	0.0	0.0	0.0
	Slightly common	9	5.9	6.0	6.0
	Moderately common	46	30.1	30.7	36.7
	Quite common	53	34.6	35.3	72.0
	Extremely common	39	25.5	26.0	98.0
	I don't know	3	2.0	2.0	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Food Insecurity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	1	0.7	0.7	0.7
	Slightly common	15	9.8	10.0	10.7
	Moderately common	53	34.6	35.3	46.0
	Quite common	56	36.6	37.3	83.3
	Extremely common	25	16.3	16.7	100.0
	I don't know	0	0.0	0.0	0.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Housing Insecurity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	3	2.0	2.0	2.0
	Slightly common	13	8.5	8.7	10.7
	Moderately common	44	28.8	29.3	40.0
	Quite common	51	33.3	34.0	74.0
	Extremely common	33	21.6	22.0	96.0
	I don't know	6	3.9	4.0	100.0
	Total	150	98.0	100.0	
Missing	System	3	2.0		
Total		153	100.0		

How Common, on Average, Would You Estimate the Following Challenges Are for Students at Your College? - Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all common	1	0.7	3.6	3.6
	Slightly common	0	0.0	0.0	0.0
	Moderately common	2	1.3	7.1	10.7
	Quite common	2	1.3	7.1	17.9
	Extremely common	2	1.3	7.1	25.0
	I don't know	21	13.7	75.0	100.0
	Total	28	18.3	100.0	
Missing	System	125	81.7		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Changing Culture (e.g., Institutional Culture, Individual Mindsets)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	1	0.7	0.7	0.7
	Slightly challenging	13	8.5	9.1	9.8
	Moderately challenging	34	22.2	23.8	33.6
	Quite challenging	39	25.5	27.3	60.8
	Extremely challenging	56	36.6	39.2	100.0
	I don't know	0	0.0	0.0	0.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Cross-Functional Collaboration (e.g., between Instruction and Student Services)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	14	9.2	9.8	9.8
	Slightly challenging	46	30.1	32.2	42.0
	Moderately challenging	40	26.1	28.0	69.9
	Quite challenging	31	20.3	21.7	91.6
	Extremely challenging	12	7.8	8.4	100.0
	I don't know	0	0.0	0.0	0.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Finding Time to Work on GP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	5	3.3	3.5	3.5
	Slightly challenging	25	16.3	17.5	21.0
	Moderately challenging	37	24.2	25.9	46.9
	Quite challenging	37	24.2	25.9	72.7
	Extremely challenging	39	25.5	27.3	100.0
	I don't know	0	0.0	0.0	0.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Turnover in Key Leadership Positions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	29	19.0	20.3	20.3
	Slightly challenging	37	24.2	25.9	46.2
	Moderately challenging	29	19.0	20.3	66.4
	Quite challenging	22	14.4	15.4	81.8
	Extremely challenging	24	15.7	16.8	98.6
	I don't know	2	1.3	1.4	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Difficulty Moving from Discussion to Action

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	5	3.3	3.5	3.5
	Slightly challenging	27	17.6	19.0	22.5
	Moderately challenging	45	29.4	31.7	54.2
	Quite challenging	35	22.9	24.6	78.9
	Extremely challenging	30	19.6	21.1	100.0
	I don't know	0	0.0	0.0	0.0
	Total	142	92.8	100.0	
Missing	System	11	7.2		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Skepticism about Longevity of GP as a System Priority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	5	3.3	3.5	3.5
	Slightly challenging	24	15.7	16.9	20.4
	Moderately challenging	31	20.3	21.8	42.3
	Quite challenging	36	23.5	25.4	67.6
	Extremely challenging	46	30.1	32.4	100.0
	I don't know	0	0.0	0.0	0.0
	Total	142	92.8	100.0	
Missing	System	11	7.2		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Tailoring GP for Particular Student Populations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	4	2.6	2.8	2.8
	Slightly challenging	30	19.6	21.0	23.8
	Moderately challenging	48	31.4	33.6	57.3
	Quite challenging	37	24.2	25.9	83.2
	Extremely challenging	15	9.8	10.5	93.7
	I don't know	9	5.9	6.3	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Garnering Support or Engagement in GP Efforts across College Constituencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	4	2.6	2.8	2.8
	Slightly challenging	24	15.7	16.9	19.7
	Moderately challenging	51	33.3	35.9	55.6
	Quite challenging	41	26.8	28.9	84.5
	Extremely challenging	22	14.4	15.5	100.0
	I don't know	0	0.0	0.0	0.0
	Total	142	92.8	100.0	
Missing	System	11	7.2		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Implementing Technology Systems to Support GP (e.g., Scheduling, Enrollment Management, Advising Platforms, Registration)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	2	1.3	1.4	1.4
	Slightly challenging	12	7.8	8.4	9.8
	Moderately challenging	38	24.8	26.6	36.4
	Quite challenging	38	24.8	26.6	62.9
	Extremely challenging	47	30.7	32.9	95.8
	I don't know	6	3.9	4.2	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Communicating about GP to Various College Constituencies (e.g., Designing a Website to Communicate to Students, Explaining How GP Impacts Job Roles/Functions)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	4	2.6	2.8	2.8
	Slightly challenging	27	17.6	18.9	21.7
	Moderately challenging	53	34.6	37.1	58.7
	Quite challenging	34	22.2	23.8	82.5
	Extremely challenging	23	15.0	16.1	98.6
	I don't know	2	1.3	1.4	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Integrating Planning Efforts for CCCCO Initiatives/Programs Using the GP Framework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	8	5.2	5.6	5.6
	Slightly challenging	31	20.3	21.7	27.3
	Moderately challenging	52	34.0	36.4	63.6
	Quite challenging	24	15.7	16.8	80.4
	Extremely challenging	22	14.4	15.4	95.8
	I don't know	6	3.9	4.2	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

To What Extent Is Each of the Following Issues a Challenge Your College Is Facing as Part of Its Work on GP? - Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all challenging	1	0.7	3.8	3.8
	Slightly challenging	0	0.0	0.0	0.0
	Moderately challenging	0	0.0	0.0	0.0
	Quite challenging	1	0.7	3.8	7.7
	Extremely challenging	8	5.2	30.8	38.5
	I don't know	16	10.5	61.5	100.0
	Total	26	17.0	100.0	
Missing	System	127	83.0		
Total		153	100.0		

Which of the Following GP Supports Have You Accessed? - IEPI GP Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	20	13.1	14.0	14.0
	Yes	117	76.5	81.8	95.8
	I don't know	6	3.9	4.2	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

Which of the Following GP Supports Have You Accessed? - Vision Resource Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	42	27.5	29.8	29.8
	Yes	89	58.2	63.1	92.9
	I don't know	10	6.5	7.1	100.0
	Total	141	92.2	100.0	
Missing	System	12	7.8		
Total		153	100.0		

Which of the Following GP Supports Have You Accessed? - Regional Coordinator(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	18.3	19.6	19.6
	Yes	110	71.9	76.9	96.5
	I don't know	5	3.3	3.5	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

Which of the Following GP Supports Have You Accessed? - Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	4.6	17.1	17.1
	Yes	21	13.7	51.2	68.3
	I don't know	13	8.5	31.7	100.0
	Total	41	26.8	100.0	
Missing	System	112	73.2		
Total		153	100.0		

How Useful Have You Found the IEPI GP Workshops to Be in Supporting Your College's Efforts to Plan and Implement GP?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	4	2.6	3.4	3.4
	Slightly useful	21	13.7	17.9	21.4
	Moderately useful	43	28.1	36.8	58.1
	Quite useful	34	22.2	29.1	87.2
	Extremely useful	12	7.8	10.3	97.4
	I don't know	3	2.0	2.6	100.0
	Total	117	76.5	100.0	
Missing	System	36	23.5		
Total		153	100.0		

How Useful Have You Found the Vision Resource Center to Be in Supporting Your College's Efforts to Plan and Implement GP?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	7	4.6	8.0	8.0
	Slightly useful	24	15.7	27.3	35.2
	Moderately useful	25	16.3	28.4	63.6
	Quite useful	23	15.0	26.1	89.8
	Extremely useful	5	3.3	5.7	95.5
	I don't know	4	2.6	4.5	100.0
	Total	88	57.5	100.0	
Missing	System	65	42.5		
Total		153	100.0		

How Useful Have You Found the Regional Coordinator(s) to Be in Supporting Your College's Efforts to Plan and Implement GP?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	5	3.3	4.5	4.5
	Slightly useful	23	15.0	20.9	25.5
	Moderately useful	22	14.4	20.0	45.5
	Quite useful	21	13.7	19.1	64.5
	Extremely useful	37	24.2	33.6	98.2
	I don't know	2	1.3	1.8	100.0
	Total	110	71.9	100.0	
Missing	System	43	28.1		
Total		153	100.0		

As Far as You Know, Which of the Following GP Supports Have Colleagues at Your College Accessed? - IEPI GP Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	2.0	2.1	2.1
	Yes	116	75.8	81.1	83.2
	I don't know	24	15.7	16.8	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

As Far as You Know, Which of the Following GP Supports Have Colleagues at Your College Accessed? - Vision Resource Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	6.5	7.1	7.1
	Yes	65	42.5	46.1	53.2
	I don't know	66	43.1	46.8	100.0
	Total	141	92.2	100.0	
Missing	System	12	7.8		
Total		153	100.0		

As Far as You Know, Which of the Following GP Supports Have Colleagues at Your College Accessed? - Regional Coordinator(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	5.2	5.6	5.6
	Yes	103	67.3	72.0	77.6
	I don't know	32	20.9	22.4	100.0
	Total	143	93.5	100.0	
Missing	System	10	6.5		
Total		153	100.0		

As Far as You Know, Which of the Following GP Supports Have Colleagues at Your College Accessed? - Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	1.3	5.7	5.7
	Yes	9	5.9	25.7	31.4
	I don't know	24	15.7	68.6	100.0
	Total	35	22.9	100.0	
Missing	System	118	77.1		
Total		153	100.0		

As Far as You Know, How Useful Have Your Colleagues Found the IEPI GP Workshops to Be in Supporting the College's Efforts to Plan and Implement GP?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	2	1.3	1.8	1.8
	Slightly useful	19	12.4	16.7	18.4
	Moderately useful	36	23.5	31.6	50.0
	Quite useful	27	17.6	23.7	73.7
	Extremely useful	9	5.9	7.9	81.6
	I don't know	21	13.7	18.4	100.0
	Total	114	74.5	100.0	
Missing	System	39	25.5		
Total		153	100.0		

As Far as You Know, How Useful Have Your Colleagues Found the Vision Resource Center to Be in Supporting the College's Efforts to Plan and Implement GP?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	2	1.3	3.2	3.2
	Slightly useful	12	7.8	19.0	22.2
	Moderately useful	15	9.8	23.8	46.0
	Quite useful	16	10.5	25.4	71.4
	Extremely useful	3	2.0	4.8	76.2
	I don't know	15	9.8	23.8	100.0
	Total	63	41.2	100.0	
Missing	System	90	58.8		
Total		153	100.0		

As Far as You Know, How Useful Have Your Colleagues Found the Regional Coordinator(s) to Be in Supporting the College's Efforts to Plan and Implement GP?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	7	4.6	6.9	6.9
	Slightly useful	16	10.5	15.8	22.8
	Moderately useful	13	8.5	12.9	35.6
	Quite useful	24	15.7	23.8	59.4
	Extremely useful	29	19.0	28.7	88.1
	I don't know	12	7.8	11.9	100.0
	Total	101	66.0	100.0	
Missing	System	52	34.0		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Support for Managing Institutional Change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	2	1.3	1.5	1.5
	Slightly useful	16	10.5	12.0	13.5
	Moderately useful	24	15.7	18.0	31.6
	Quite useful	37	24.2	27.8	59.4
	Extremely useful	52	34.0	39.1	98.5
	I don't know	2	1.3	1.5	100.0
	Total	133	86.9	100.0	
Missing	System	20	13.1		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Support for Engaging Different Constituency Groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	3	2.0	2.3	2.3
	Slightly useful	21	13.7	15.8	18.0
	Moderately useful	37	24.2	27.8	45.9
	Quite useful	31	20.3	23.3	69.2
	Extremely useful	40	26.1	30.1	99.2
	I don't know	1	0.7	0.8	100.0
	Total	133	86.9	100.0	
Missing	System	20	13.1		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Support for Cross-Functional Collaboration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	6	3.9	4.5	4.5
	Slightly useful	15	9.8	11.2	15.7
	Moderately useful	32	20.9	23.9	39.6
	Quite useful	35	22.9	26.1	65.7
	Extremely useful	41	26.8	30.6	96.3
	I don't know	5	3.3	3.7	100.0
	Total	134	87.6	100.0	
Missing	System	19	12.4		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Support for Moving from Design to Action

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	2	1.3	1.5	1.5
	Slightly useful	9	5.9	6.7	8.2
	Moderately useful	31	20.3	23.1	31.3
	Quite useful	32	20.9	23.9	55.2
	Extremely useful	58	37.9	43.3	98.5
	I don't know	2	1.3	1.5	100.0
	Total	134	87.6	100.0	
Missing	System	19	12.4		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Resources Targeted to Specific Implementation Efforts (e.g., Templates for Program Mapping, Models for Embedded Counseling)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	2	1.3	1.5	1.5
	Slightly useful	9	5.9	6.8	8.3
	Moderately useful	24	15.7	18.0	26.3
	Quite useful	42	27.5	31.6	57.9
	Extremely useful	54	35.3	40.6	98.5
	I don't know	2	1.3	1.5	100.0
	Total	133	86.9	100.0	
Missing	System	20	13.1		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Technical Assistance in the Form of Content Experts or Coaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	6	3.9	4.5	4.5
	Slightly useful	22	14.4	16.5	21.1
	Moderately useful	27	17.6	20.3	41.4
	Quite useful	29	19.0	21.8	63.2
	Extremely useful	43	28.1	32.3	95.5
	I don't know	6	3.9	4.5	100.0
	Total	133	86.9	100.0	
Missing	System	20	13.1		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Timelines and/or Expected Milestones for GP Implementation Efforts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	8	5.2	6.0	6.0
	Slightly useful	23	15.0	17.3	23.3
	Moderately useful	40	26.1	30.1	53.4
	Quite useful	28	18.3	21.1	74.4
	Extremely useful	29	19.0	21.8	96.2
	I don't know	5	3.3	3.8	100.0
	Total	133	86.9	100.0	
Missing	System	20	13.1		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Case Studies (e.g., Promising Practices and Challenges)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	2	1.3	1.5	1.5
	Slightly useful	14	9.2	10.4	11.9
	Moderately useful	44	28.8	32.8	44.8
	Quite useful	41	26.8	30.6	75.4
	Extremely useful	30	19.6	22.4	97.8
	I don't know	3	2.0	2.2	100.0
	Total	134	87.6	100.0	
Missing	System	19	12.4		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Professional Development Activities Tailored to Specific Job Functions (e.g., Instructional Faculty, Counselors)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	1	0.7	0.7	0.7
	Slightly useful	8	5.2	6.0	6.7
	Moderately useful	21	13.7	15.7	22.4
	Quite useful	46	30.1	34.3	56.7
	Extremely useful	58	37.9	43.3	100.0
	I don't know	0	0.0	0.0	0.0
	Total	134	87.6	100.0	
Missing	System	19	12.4		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Facilitating Cross-Entity Conversations about GP (e.g., across Colleges, with K-12 and/or University Partners)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	3	2.0	2.2	2.2
	Slightly useful	23	15.0	17.2	19.4
	Moderately useful	30	19.6	22.4	41.8
	Quite useful	37	24.2	27.6	69.4
	Extremely useful	40	26.1	29.9	99.3
	I don't know	1	0.7	0.7	100.0
	Total	134	87.6	100.0	
Missing	System	19	12.4		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Support for Technology Implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	1	0.7	0.8	0.8
	Slightly useful	4	2.6	3.1	3.8
	Moderately useful	15	9.8	11.5	15.3
	Quite useful	43	28.1	32.8	48.1
	Extremely useful	66	43.1	50.4	98.5
	I don't know	2	1.3	1.5	100.0
	Total	131	85.6	100.0	
Missing	System	22	14.4		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Support for Communicating about GP to Various College Constituencies (e.g., Website Development, Messaging)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	2	1.3	1.5	1.5
	Slightly useful	20	13.1	14.9	16.4
	Moderately useful	27	17.6	20.1	36.6
	Quite useful	32	20.9	23.9	60.4
	Extremely useful	52	34.0	38.8	99.3
	I don't know	1	0.7	0.7	100.0
	Total	134	87.6	100.0	
Missing	System	19	12.4		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Support for Integrated Planning Using the GP Framework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	4	2.6	3.0	3.0
	Slightly useful	13	8.5	9.8	12.9
	Moderately useful	28	18.3	21.2	34.1
	Quite useful	42	27.5	31.8	65.9
	Extremely useful	41	26.8	31.1	97.0
	I don't know	4	2.6	3.0	100.0
	Total	132	86.3	100.0	
Missing	System	21	13.7		
Total		153	100.0		

Which of the Following Supports Would You or Your College Find Useful to Your Future GP Efforts? - Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all useful	1	0.7	4.3	4.3
	Slightly useful	0	0.0	0.0	0.0
	Moderately useful	0	0.0	0.0	0.0
	Quite useful	1	0.7	4.3	8.7
	Extremely useful	8	5.2	34.8	43.5
	I don't know	13	8.5	56.5	100.0
	Total	23	15.0	100.0	
Missing	System	130	85.0		
Total		153	100.0		

Which of the Following Most Closely Describes Your College's Current Governance or Leadership Structure as Part of Your GP Planning Efforts?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single GP committee	25	16.3	19.2	19.2
	GP committee with subcommittees (e.g., design teams, pillar teams, work groups) charged with specific tasks	86	56.2	66.2	85.4
	Other (please describe)	13	8.5	10.0	95.4
	We don't have a formalized GP committee structure	4	2.6	3.1	98.5
	I don't know	2	1.3	1.5	100.0
	Total	130	85.0	100.0	
Missing	System	23	15.0		
Total		153	100.0		

Please Indicate Whether Each of the Following Constituencies Are Represented on the GP Governance or Leadership Structure You Previously Selected. - Instructional Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	0	0.0	0.0	0.0
	Yes	124	81.0	100.0	100.0
	I don't know	0	0.0	0.0	0.0
Missing	System	29	19.0		
Total		153	100.0		

Please Indicate Whether Each of the Following Constituencies Are Represented on the GP Governance or Leadership Structure You Previously Selected. - Part-Time or Adjunct Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	46	30.1	38.7	38.7
	Yes	55	35.9	46.2	84.9
	I don't know	18	11.8	15.1	100.0
	Total	119	77.8	100.0	
Missing	System	34	22.2		
Total		153	100.0		

Please Indicate Whether Each of the Following Constituencies Are Represented on the GP Governance or Leadership Structure You Previously Selected. - Counseling Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	0	0.0	0.0	0.0
	Yes	124	81.0	100.0	100.0
	I don't know	0	0.0	0.0	0.0
Missing	System	29	19.0		
Total		153	100.0		

Please Indicate Whether Each of the Following Constituencies Are Represented on the GP Governance or Leadership Structure You Previously Selected. - Classified Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	5.2	6.5	6.5
	Yes	113	73.9	91.1	97.6
	I don't know	3	2.0	2.4	100.0
	Total	124	81.0	100.0	
Missing	System	29	19.0		
Total		153	100.0		

Please Indicate Whether Each of the Following Constituencies Are Represented on the GP Governance or Leadership Structure You Previously Selected. - Managers (e.g., Deans, Directors)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	0.7	0.8	0.8
	Yes	120	78.4	98.4	99.2
	I don't know	1	0.7	0.8	100.0
	Total	122	79.7	100.0	
Missing	System	31	20.3		
Total		153	100.0		

Please Indicate Whether Each of the Following Constituencies Are Represented on the GP Governance or Leadership Structure You Previously Selected. - Senior Administrators (e.g., Presidents, VPS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	5.9	7.3	7.3
	Yes	109	71.2	87.9	95.2
	I don't know	6	3.9	4.8	100.0
	Total	124	81.0	100.0	
Missing	System	29	19.0		
Total		153	100.0		

Please Indicate Whether Each of the Following Constituencies Are Represented on the GP Governance or Leadership Structure You Previously Selected. - Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	33	21.6	26.6	26.6
	Yes	75	49.0	60.5	87.1
	I don't know	16	10.5	12.9	100.0
	Total	124	81.0	100.0	
Missing	System	29	19.0		
Total		153	100.0		

Overall, How Would You Assess the Effectiveness of the GP Governance or Leadership Structure Your College Has Established to Date?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all effective	6	3.9	4.8	4.8
	Slightly effective	14	9.2	11.3	16.1
	Moderately effective	51	33.3	41.1	57.3
	Quite effective	44	28.8	35.5	92.7
	Extremely effective	9	5.9	7.3	100.0
	I don't know	0	0.0	0.0	0.0
	Total	124	81.0	100.0	
Missing	System	29	19.0		
Total		153	100.0		

Overall, How Effective Do You Think Your College's GP Planning Efforts Have Been to Date?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all effective	7	4.6	5.4	5.4
	Slightly effective	19	12.4	14.6	20.0
	Moderately effective	45	29.4	34.6	54.6
	Quite effective	48	31.4	36.9	91.5
	Extremely effective	10	6.5	7.7	99.2
	I don't know	1	0.7	0.8	100.0
	Total	130	85.0	100.0	
Missing	System	23	15.0		
Total		153	100.0		

Overall, How Important Is It to Align GP Efforts (e.g., Alignment of Technology Platforms, Meta Majors, Messaging) Beyond the Individual College Level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	9	5.9	6.9	6.9
	Slightly important	10	6.5	7.7	14.6
	Moderately important	15	9.8	11.5	26.2
	Quite important	35	22.9	26.9	53.1
	Extremely important	48	31.4	36.9	90.0
	I don't know	13	8.5	10.0	100.0
	Total	130	85.0	100.0	
Missing	System	23	15.0		
Total		153	100.0		

In Your View, How Important Is It to Align the Following across Colleges? - Technology Platforms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	5	3.3	4.7	4.7
	Slightly important	7	4.6	6.5	11.2
	Moderately important	13	8.5	12.1	23.4
	Quite important	29	19.0	27.1	50.5
	Extremely important	52	34.0	48.6	99.1
	I don't know	1	0.7	0.9	100.0
	Total	107	69.9	100.0	
Missing	System	46	30.1		
Total		153	100.0		

In Your View, How Important Is It to Align the Following across Colleges? - Meta Majors (This Term Is Used by the CCCCO, but Another Term May Be Used at Your College)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	15	9.8	14.0	14.0
	Slightly important	14	9.2	13.1	27.1
	Moderately important	19	12.4	17.8	44.9
	Quite important	22	14.4	20.6	65.4
	Extremely important	35	22.9	32.7	98.1
	I don't know	2	1.3	1.9	100.0
	Total	107	69.9	100.0	
Missing	System	46	30.1		
Total		153	100.0		

In Your View, How Important Is It to Align the Following across Colleges? - Language Used to Communicate with Students about GP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	6	3.9	5.6	5.6
	Slightly important	7	4.6	6.5	12.1
	Moderately important	14	9.2	13.1	25.2
	Quite important	25	16.3	23.4	48.6
	Extremely important	54	35.3	50.5	99.1
	I don't know	1	0.7	0.9	100.0
	Total	107	69.9	100.0	
Missing	System	46	30.1		
Total		153	100.0		

At What Level Do You Think Alignment of Technology Platforms Should Occur?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Across all colleges within a district	33	21.6	35.1	35.1
	Across all colleges in a region	13	8.5	13.8	48.9
	Across all colleges in the CCC system	48	31.4	51.1	100.0
	Total	94	61.4	100.0	
Missing	System	59	38.6		
Total		153	100.0		

At What Level Do You Think Alignment of Meta Majors Should Occur?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Across all colleges within a district	40	26.1	52.6	52.6
	Across all colleges in a region	12	7.8	15.8	68.4
	Across all colleges in the CCC system	24	15.7	31.6	100.0
	Total	76	49.7	100.0	
Missing	System	77	50.3		
Total		153	100.0		

At What Level Do You Think Alignment of Language Used to Communicate with Students about GP Should Occur?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Across all colleges within a district	28	18.3	30.1	30.1
	Across all colleges in a region	9	5.9	9.7	39.8
	Across all colleges in the CCC system	56	36.6	60.2	100.0
	Total	93	60.8	100.0	
Missing	System	60	39.2		
Total		153	100.0		

What Is Your Primary Role at Your College?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instructional faculty	44	28.8	28.8	28.8
	Part-time or adjunct faculty	12	7.8	7.8	36.6
	Counseling faculty	11	7.2	7.2	43.8
	Classified staff	22	14.4	14.4	58.2
	Manager (e.g., Dean, Director)	36	23.5	23.5	81.7
	Senior administrator (e.g., President, VP)	17	11.1	11.1	92.8
	Other	11	7.2	7.2	100.0
	Total	153	100.0	100.0	

What Is Your Primary Area of Work at Your College?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Instruction	70	45.8	54.3	54.3
	Research and planning	7	4.6	5.4	59.7
	Student services	41	26.8	31.8	91.5
	Business or administrative services	1	0.7	0.8	92.2
	Other	10	6.5	7.8	100.0
	Total	129	84.3	100.0	
Missing	System	24	15.7		
Total		153	100.0		

Endnotes

[1] Bailey, T., Jaggars, S., and Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success.* Boston, MA: Harvard University Press.

[2] AACC Pathways Project. Retrieved from https://www.aacc.nche.edu/programs/aacc-pathways-project/

[3] Colleges with prior GP experience include Bakersfield College, Irvine Valley College, and Mt. San Antonio College as part of the AACC Pathways Project (Cohort 1); Santa Monica College as part of AACC's second cohort; American River College, Butte College, Cabrillo College, College of the Canyons, Cosumnes River College, Chaffey College, Cuyamaca College, Los Angeles Trade Technical College, Long Beach City College, MiraCosta College, Modesto Junior College, Norco College, Reedley College, Rio Hondo College, Riverside City College, San Joaquin Delta College, Santa Ana College, Santa Barbara City College, Southwestern College, and Yuba Community College as part of the California Guided Pathways Demonstration Project; and Sierra and Skyline colleges, which engaged in their own independent GP efforts.

[4] Ellucian (2019). Course correction: helping students find and follow a path to success. Retrieved from https://www.ellucian.com/assets/en/2019-student-success-survey-results.pdf

[5] Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment, Cal. Assem. Bill 705 (2017-2018), Chapter 745 (Cal. Stat. 2017).

[6] The CCCCO reorganized and relaunched the Vision Resource Center in fall 2019. The report findings are based on interviewees' experiences with and perceptions of the Vision Resource Center prior to the relaunch of the website.

[7] Schwartz, N. (2019, October 2) *What 5 colleges learned from implementing guided pathways*. Retrieved from https://www.educationdive.com/news/what-5-colleges-learned-from-implementing-guided-pathways/564131/

[8] Jenkins, D., Lahr, H., Brown, A. E., & Mazzariello, A. (2019). *Redesigning your college through guided pathways: Lessons on managing whole-college reform from the AACC Pathways Project*. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/redesigning-your-college-guided-pathways.pdf

[9] King, C. L., Fabillar, E., Haferd, T., Avery, M., & Fuxman, S. (2012, June 10-12*). Implementation at scale: An emerging framework for increasing system capacity*. Paper presented at the conference of the National Center for Scaling Up Effective Schools, Nashville, TN.