LEARNINGS FROM THE CALIFORNIA GUIDED PATHWAYS PROJECT 2.0

SUMMARY OF FINDINGS FROM **YEAR TWO** OF THE DEVELOPMENTAL EVALUATION

AUGUST 2023

engage R+D

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📷 **Pictures on the cover page represent colleges in the CAGP project**

First column, top to bottom: El Camino College; Gavilan College; Mira Costa College

Second column, top to bottom: Grossmont College; Clovis Community College; San Diego Miramar College; Madera Community College

Third column, top to bottom: Victor Valley College; College of Alameda; Sierra College

Executive Summary

The California Guided Pathways project (CAGP) was launched in 2016 with 20 Community Colleges to build momentum and launch Guided Pathways (GP) in the state. A second phase, CAGP 2.0, began in 2020 and is focused on continuing to build and sustain momentum for GP in California, expanding implementation supports to 18 new colleges, and continuing support for 18 colleges from CAGP 1.0. Engage R+D has been conducting a developmental evaluation of the project since 2021. **This report captures findings from the second year of the learning effort with a particular focus on how GP is being implemented on college campuses participating in CAGP 2.0**. A selection of key findings are elevated below with more detail provided in the full report.

Key Findings

Areas of Greatest Progress	Areas of Less Progress	Challenges
- Establishment of meta-majors - Engagement with senior leadership and faculty - Intentional focus on equity - Collaboration between departments on campus - Redesign of Key Performance Indicators (KPIs) and focus on data collection/analysis - Implementation of holistic student supports, including Student Success Teams	- Collaboration with other colleges - Changes in institutional policies - Engagement with classified professionals	<u>GP Challenges</u> - Buy-in - Turnover - Engagement (students, faculty, and staff) - Alignment between pathways and initiatives - Sustainability <u>Broader Challenges</u> - Low morale and burnout - Societal and system challenges

Participants receive an array of supports and resources via the CAGP project. During the 2022-23 academic year these included: two Institutes, four webinars, support from Coaches, and support from Guided Pathways Regional Coordinators (GPRCs).

o **CAGP Institutes** are the most highly rated support during the 2022-23 academic year. A total of **76% of campus leads rated Institutes as "very helpful" or "extremely helpful."**

o Overall, **project supports were rated higher by colleges that began participating in the CAGP 2.0 project**, as compared to colleges that participated in both the 1.0 and 2.0 projects.

Next Steps

As CAGP 2.0 enters its third and final year, the project partners will **increasingly focus on ensuring that colleges, and the GPRCs that support them, are equipped with the information, resources, and plans they need to sustain GP** as they continually work to center equity (particularly racial equity). As Guided Pathways work continues to evolve, partners are encouraged to:

- Explore how the continued implementation of GP can be sustained through the partnership between the Foundation for California Community Colleges and the California Community Colleges Chancellor's Office.

- Discuss strategies to best support CAGP colleges who are implementing GP and GPRCs who are working with them beyond 2024.

There are multiple touchpoints planned for partners to discuss, collaborate, and strategize together over the coming year. As learning partners committed to supporting ongoing learning and development, the evaluation team will continue to lift-up findings and make space for reflection and discussion within and between colleges and partners.

> "Guided Pathways funding came at a time when we were ready for a cultural shift. The college itself needed it. This was the vehicle that we are using to build community and to shift the college."
>
> - CAGP Campus Lead

1
Introduction

With the goal of supporting the implementation of an equity-focused framework that allows colleges to create clear paths for students and remove systemic barriers to their success, the California Guided Pathways (CAGP) project has been funded by College Futures Foundation and philanthropic partners since 2016. Currently, 36 community colleges across the state are participating in CAGP 2.0, the second phase of the project which began in 2020.

In 2021, Engage R+D launched a developmental evaluation of the CAGP project in partnership with College Futures Foundation. This report captures findings from the second year of the learning effort with a particular focus on how Guided Pathways are being implemented on college campuses participating in CAGP 2.0.

Guided Pathways (GP) is a national framework with which colleges can equitably optimize their students' experiences and outcomes. Implementing the GP approach sets the stage for colleges to work in partnership across teams to improve student experiences and achieve equitable student outcomes by engaging in practices aligned with **four pillars: (1) clarify pathways to student goals, (2) help students choose and enter a pathway, (3) help students stay on path, and (4) ensure that learning is happening.** The GP framework has been implemented in community colleges across California - the largest higher education system in the country - since 2017. In 2016, College Futures Foundation in partnership with the Bill and Melinda Gates Foundation, James Irvine Foundation, and Teagle Foundation launched the California Guided Pathways (CAGP) project to build momentum for GP in California. To support the 20 college teams as they worked to implement the GP approach into their campus practices, the CAGP project gathered participants in a series of convenings called "Institutes," facilitated by the National Center for Inquiry and Improvement (NCII). Campus teams also received tailored support through site visits (see Appendix A for more information).

In 2020, amidst a backdrop of a global pandemic, a national reckoning around racial injustice and a related Call to Action by the California Community Colleges Chancellors Office (CCCCO), and an increased familiarity with GP across the state, College Futures Foundation in partnership with the James Irvine Foundation, sponsored a second phase of the project, which is referred to as CAGP 2.0. This phase of the **CAGP project continues to build and sustain momentum for GP in California, and expands implementation supports to 18 new colleges and continues to provide supports for 18 of the CAGP 1.0 colleges** (see Appendix B for a list of all participating colleges). Through Institutes, webinars, direct support from NCII coaches and GP Regional Coordinators (GPRCs), and an online community platform from the CCCCO

called the Vision Resource Center, CAGP 2.0 aims to engage the broader campus community around tactical solutions focused on equity, student supports, and teaching and learning.

Elevating Learning through Evaluation

In an effort to support colleges as they implement GP and to share key takeaways with the broader field, this learning engagement focuses on what is emerging - successes, challenges, and overall impacts of CAGP efforts. To guide and facilitate learning across the CAGP 2.0 project, this developmental evaluation uses a mixed-methods approach to capture what is working well, what could be strengthened, and suggestions for the road ahead.

It is important to note that this evaluation is not an assessment of campus teams, support providers (NCII), or partners - College Futures Foundation, CCCCO, and Foundation for California Community Colleges Success Center (FCCC). Rather, it is meant to synthesize learnings, share emerging insights, and provide feedback to stakeholders in a way that strengthens the overall work in real time and informs strategic decision-making.

The information shared in this year two report addresses the following **learning questions**:

Data Collection Methods and Sources for Year Two*

12 interviews with 18 individuals from CAGP 2.0 campus leads (1.0 campus leads were interviewed in Year 1 of the evaluation)

4 surveys with 347 respondents including 143 Institute participants from colleges and 10 GPRCs and coaches in September 2022, 27 campus leads in December 2022, 156 Institute participants from colleges and 11 GPRCs and coaches in March/April 2023

Participation in numerous **meetings** (e.g., Institutes and webinars) and other activities such as the learning session that the Engage R+D team facilitated in October 2022

- How is the initiative evolving and which implementation supports are most critical for strengthening the execution of CAGP 2.0 plans? How, if at all, should supports or the overall approach be adjusted?

- What are colleges doing in relation to CAGP implementation?

- To what extent are participating campuses making progress towards their goals and intended outcomes?

This learning report is organized around the following sections:

1   **Introduction**
An overview of CAGP 2.0 and the developmental evaluation

2   **Implementing Guided Pathways**
A look at current college efforts and challenges

3   **CAGP 2.0 Supports**
An overview of campus leads' views of the supports offered in CAGP 2.0

4   **Closing**
Looking to the year ahead

> "The reality is the campus culture is changing and that was one of the most important things that we tried to do."
>
> - CAGP Campus Lead

2
Implementing Guided Pathways

Currently, CAGP colleges have numerous efforts underway to support implementation of GP on their campus. This section describes: (a) where the greatest progress is being made; (b) where less progress is happening; and (c) what barriers and challenges colleges are encountering.
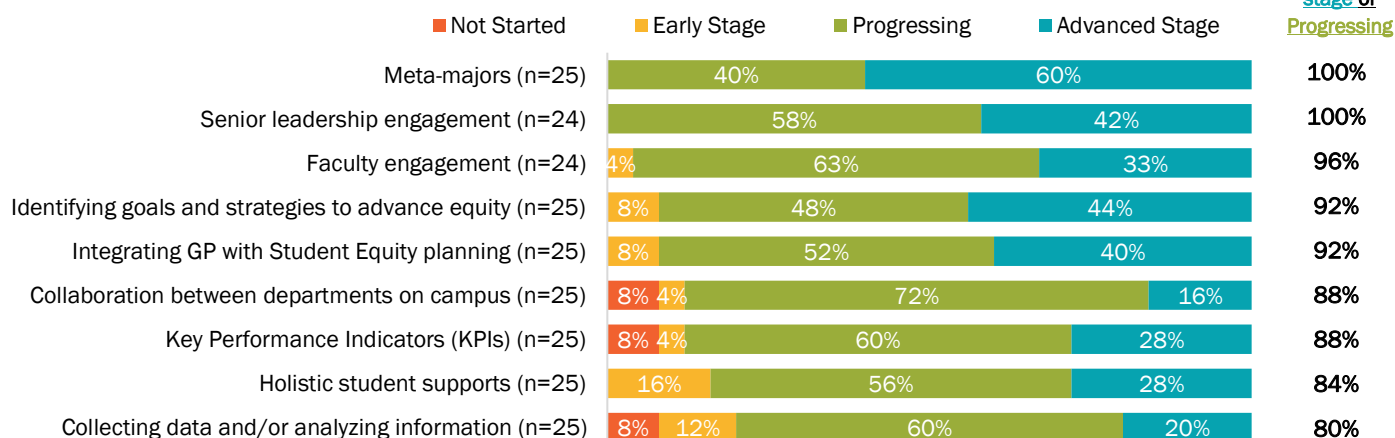
Areas of Greatest Progress

Through interviews, surveys, and group conversations that were observed, colleges highlighted where they have made the most progress related to their GP efforts (see Exhibit 1). These include meta-majors, senior leadership and faculty engagement, equity, collaboration, key performance indicators (KPIs), holistic student supports, and data collection and analysis (see Appendix C for an overview of progress ratings of all areas of the college's GP implementation).

Key Takeaways

⚬ Colleges noted the **most progress** with: establishment of meta-majors, engagement with senior leadership and faculty, intentional focus on equity, collaboration between departments, redesign of KPIs and focus on data collection/analysis, implementation of holistic student supports, including Student Success Teams.

⚬ Colleges made **less progress** with: collaboration with other colleges, changes in institutional policies, and engagement with classified professionals.

⚬ Colleges are experiencing **GP-specific challenges** (buy-in, turnover, engagement (students, faculty, and staff), alignment between pathways and initiatives, and sustainability) and **broader challenges** (low morale and burnout and societal and system challenges).

Exhibit 1. Areas with the greatest levels of progress made (campus lead survey fall 2022; n=24-25)[1]

% Advanced stage or Progressing

Legend: ■ Not Started ■ Early Stage ■ Progressing ■ Advanced Stage

Area	Not Started	Early Stage	Progressing	Advanced Stage	% Advanced stage or Progressing
Meta-majors (n=25)			40%	60%	100%
Senior leadership engagement (n=24)			58%	42%	100%
Faculty engagement (n=24)		4%	63%	33%	96%
Identifying goals and strategies to advance equity (n=25)		8%	48%	44%	92%
Integrating GP with Student Equity planning (n=25)		8%	52%	40%	92%
Collaboration between departments on campus (n=25)	8%	4%	72%	16%	88%
Key Performance Indicators (KPIs) (n=25)	8%	4%	60%	28%	88%
Holistic student supports (n=25)		16%	56%	28%	84%
Collecting data and/or analyzing information (n=25)	8%	12%	60%	20%	80%

Establishment of Meta-Majors

Meta-majors are degrees and certificates that are grouped under a larger academic umbrella to simplify and clarify programmatic options and class choices for students. Selecting a meta-major helps students narrow

100% of colleges are "progressing" or at an "advanced stage" with their meta-major efforts

down their choice of major and degree based on their interests, knowledge, skills and abilities. Meta-majors help ensure that students courses are aligned with their career objectives even though they may not be ready to select a specific major yet while helping empower them to make connections between their studies and different career tracks. Colleges use different names for their meta-majors, including: Areas of Interest, Career and Academic Pathways (CAPs), Academic and Career Pathways (ACPs), or Fields of Study. **All colleges (100%) reported that they are "progressing" or at an "advanced stage" with their meta-major efforts**. One campus lead shared, *"Everyone is speaking the language a bit more. It's more natural to say... I'm representing X meta-major instead of X division in a committee."*

Examples of Meta-Major Efforts

- Centering **Student Success Teams** on the meta-major structure
- Adding meta-majors to the **CCC Apply application**
- Establishing **instructional faculty leads** by meta-major
- Having **library faculty** liaise by meta-majors rather than by discipline
- Opening meta-major **lounges and engagement centers**
- Hosting meta-major **events** (e.g., Meta-Major Con)
- Having **CAPs/ACPs** within meta-majors
- Developing a **toolkit** for creating community within the CAPs/ACPs
- Hosting annual **retreats** to discuss and modify meta-majors

Engagement with Faculty

Although colleges continue to struggle with sustained and strategic faculty engagement (see "Challenges" section below), many colleges have made progress in this area. For example, numerous colleges have counseling faculty (52%) or instructional faculty (39%) on their CAGP teams, and **almost all colleges (96%) reported that they are "progressing" or at an "advanced stage" related to faculty engagement**. Campus leads shared examples of ways that faculty have been engaged in their GP efforts on campus (see box on the next page). They also shared that it is essential to pay faculty to engage in GP efforts when they are above their daily instructional responsibilities.

96% of colleges are "progressing" or at an "advanced stage" related to faculty engagement

"If you want to engage faculty above and beyond their responsibility...you got to pay them. We had multiple different events where we paid people to do things. We paid faculty to learn about core sequencing and transferring to universities and to learn about the different maps. If faculty didn't understand it, how could they sell it in their classes?"

- CAGP Campus Lead

[1]*Specific descriptions for each of the categories include, Not started: My college has not started working on this, Early stage: My college has just started working on this, Progressing: My college is making progress on this but has more to do, Advanced stage: My college has made significant progress on this or has reached completion, Not sure/Unable to assess: I do not have enough information to assess this or I'm unsure about progress to date, Not applicable: This does not apply to my college.*

Examples of Faculty Engagement

- Each semester, 15-20 **faculty gather monthly**, pick a theme on which to focus (e.g., careers in the classroom and equity-based policies), and hosts industry mixer events.

- A campus employer liaison hosts **networking events** and invites faculty to learn about the needs of industry, available internships, and employment opportunities.

- **Faculty workshops** on Friday afternoons focus on various topics such as career exploration, mapping, and role of faculty leads within success teams.

- An annual **summer faculty institute** called "Light the Fire Institute" where participants are able to adjust their syllabi and assignments during the summer, rather than the week before the fall semester when other professional development events are held.

- **Success teams include faculty** and focus on topics such as STEM and Environment.

- Deans select **faculty to review data, select an intervention, and begin implementation**. Faculty receive a small stipend for their participation.

- Staff members connect with faculty and request that they **advertise GP events** in their courses.

- **Faculty are paid to participate in success teams and professional development** efforts.

Intentional Focus on Equity

Colleges indicated that they have made progress in their equity work, while also needing to do more work in this area. For example, **92% of colleges reported that they are "progressing" or at an "advanced stage" related to identifying goals and strategies to advance equity and integrating GP with their Student Equity Plans**. They described numerous examples of their equity efforts (see table on next page). In contrast, many colleges shared that their GP equity efforts often work in parallel with other equity groups on campus. For example, one campus lead shared, "*A lot of the people on campus don't seem to understand the different equity groups because they're all called [different] names. We're called Guided Pathways. We have an Equity Committee. We have an AB 705 group...none of these things say equity. In trying to get the campus to understand that these are all equity groups we're going to start talking about how to work together.*"

92% of colleges are "progressing" or at an "advanced stage" related to their equity efforts

"We as an institution redesigned our goals and mission and vision and values. Racial equity and equity are threaded through. Do we [still] have work to do? Yes."

- CAGP Campus Lead

Examples of Equity Work

Staff Capacity	Student Supports

Staff Capacity

Hiring

- Creating a pipeline of educators of color, with support from the USC Race and Equity Center
- Changing hiring processes to diversify the faculty pool
- Hiring a Chief Equity Officer
- Hiring a Director of Black and Men of Color Success
- Hiring Dream Coaches

Teams

- Early alert teams
- Student success teams
- President's Advisory Council on Race, Anti-racism, and Equity
- Presidential Equity Advisory Committee
- Equity and Student Completion Steering Committee
- Structuring college leadership around equity

Data Literacy

- Data Coaching Program with a focus on race
- Data dashboards
- Work with Institutional Research for greater data accessibility with a focus on race

Professional Development

- Restorative justice training
- Equity-Minded Teaching Institute with a focus on racial equity
- Trauma-informed care training
- Faculty professional development program across four semesters focused on culturally-informed pedagogy and anti-racism

Student Supports

Resources for Students

- Student Success Team provides case management and proactively reaches out to students each week via text messages, emails, and Canvas
- Black Cultural Resource Center
- Offering stackable certificates (e.g., business, manufacturing) to ensure that adult learners can gain skills over time to meet their professional goals

Focused supports for specific student groups

- Black/African American students
- Hispanic students
- Adult learners

Teaching and Learning

- Equity audit of courses
- Updating student syllabus to focus on equity

Other

- New placement practices and supports for students related to AB 705
- Messaging on campus regarding racial equity
- New grants (e.g., HSI grant for student workshops; NSF grant to increase Hispanic student persistence)
- Redesign of website to ensure information is accessible, free of jargon, and student-friendly

Collaboration between Departments on Campus

Across years of this learning effort, increased collaboration between departments on campus has been noted as a "win." Specifically, **88% of colleges reported that they are "progressing" or at an "advanced stage" related to collaboration between departments on campus**. One campus lead explained, "*One of the big wins we have had with our Guided Pathways work is the increased collaboration between instruction and student services. That has been critical. Counseling is now more heavily involved and we have instructional faculty leads by meta-major.*" Some colleges indicated that they are continuing to work on improving their internal communication. For example, one campus lead shared, "*We're really looking to retool and improve communication and improve functionality so that we have better cross-campus communication to make sure that we're not duplicating information in a lot of different places.*"

88%

of colleges are "progressing" or at an "advanced stage" related to collaboration between departments on campus

[We have] "90 projects that Guided Pathways is working on. Some of them are just little tiny adjustments, some of them are huge. But each of them is being done by the whole college."

- CAGP Campus Lead

Examples of Collaboration between Departments on Campus

- GP teams which include **representatives from all areas** on campus (e.g., academic affairs, student services)

- Collaboration between **faculty, classified professionals, and Institutional Research** departments

- Collaboration between the **tutoring center and math study center** to make it easier for students to access needed supports

- Collaboration between **faculty and the writing center** to support students in gateway courses

- Creation of **committees focused on improving communication** between departments to increase functionality and reduce duplication of efforts

- Creation of **communication pipeline practices** between instructional and counseling faculty

- Creation of committees focused on **connecting strategic enrollment management to program mapper** and communicating this information to students

- Reorganization of **academic divisions into schools** that will create opportunities for collaboration and cross-disciplinary supports for students

- Attendance by **equity and GP committee Chairs at each other's' meetings**

Redesign of Key Performance Indicators and Focus on Data Collection/Analysis

Many college teams do not have easy access to student data and are therefore working on designing and redesigning their key performance indicators (KPIs), data collection/analysis tools, systems, and processes. These efforts have resulted in many colleges rating their work on **KPIs (88%) and data collection/analysis (80%) as "progressing" or at an "advanced stage."** While colleges did not note their specific KPIs during data collection efforts, they shared that they are *"starting to hold each other accountable...and creating measurable goals."*

88% of colleges are "progressing" or at an "advanced stage" related to their work on KPIs

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Examples of KPIs and Data Collection/Analysis

Key Performance Indicators

- Student placement in courses
- Grades
- Retention and graduation rates

Tools, Systems, and Processes for Data Collection & Analysis

- Use of student feedback surveys
- Use of a Holistic Student Support survey to provide personalized and timely resources to new students
- Availability of course success rates via dashboards rather than static PDF documents
- Selection of Customer Relationship Management (CRM) tools for case management
- Data Coaching Program led by the Institutional Research Department for faculty
- Data Coach included in each Success Team. Data Coaches are trained to read data dashboards and share information with team members.

Implementation of Holistic Student Supports

Holistic student supports focus on multiple areas in which students may need assistance, including basic needs, housing, financial aid, mental and physical health, and academic support. These supports have been a key area of focus within the CAGP project; in fact, this was the primary focus of the CAGP Institute in Fall 2022. When surveyed about their work, most colleges **(84%)** rated their work related to **holistic student supports as "progressing" or at an "advanced stage."**

84% of colleges are "progressing" or at an "advanced stage" related to holistic student supports

"A lot of times...students only learned about certain support services by chance, and we didn't want to leave it to chance. We developed a one-stop portal for our Black and Latinx students. It's beautifully mapped out in terms of the various types of supports that students have access to at [our college], whether it be basic needs, housing, financial aid, wellness and well-being, tutoring..."

- CAGP Campus Lead

A key approach to offering holistic student supports is via Student Success Teams (SSTs). These teams typically include faculty and staff members focused on supporting and guiding students through college. Although colleges did not

provide ratings of their SST progress on the Fall 2022 campus lead survey, the creation and/or modification of success teams was mentioned during other data collection efforts.

Currently, some colleges are at the initial stages of developing SSTs. However, since colleges have been engaged in their GP work for varying lengths of time, **most colleges** shared that they **are on their second or third iteration of SST implementation**. A campus lead in the initial stages of SST implementation highlighted the importance of a shared understanding various aspects of teams (e.g., *"Who makes up this success team?"*). A campus lead entering their second iteration of SST implementation reflected on their growth and highlighted that the first iteration of SST was focused on providing students with clarity, guidance, and advertising supports that students need to be successful. As they launch the second iteration of SST at their college, their focus has shifted to *"helping students feel a sense of belonging within their pathway, see it as a home, see it as a way to access both community and resources and have conversations around things that they are really interested in*."

> **"We expanded our [Student Success Team] to include a counselor, instructional faculty member, a success coach which is a part-time employee, and the instructional dean that oversees the disciplines. Then we have three students, a tutor, and a career ambassador."**
>
> **- CA Guided Pathways Campus Lead**

One college's considerations for Student Success Team development

- Who makes up this success team?
- What are the roles of the individuals within the success team?
- What is the role of the faculty lead on the success team?
- What is the role of the CAP counselor within the success team?

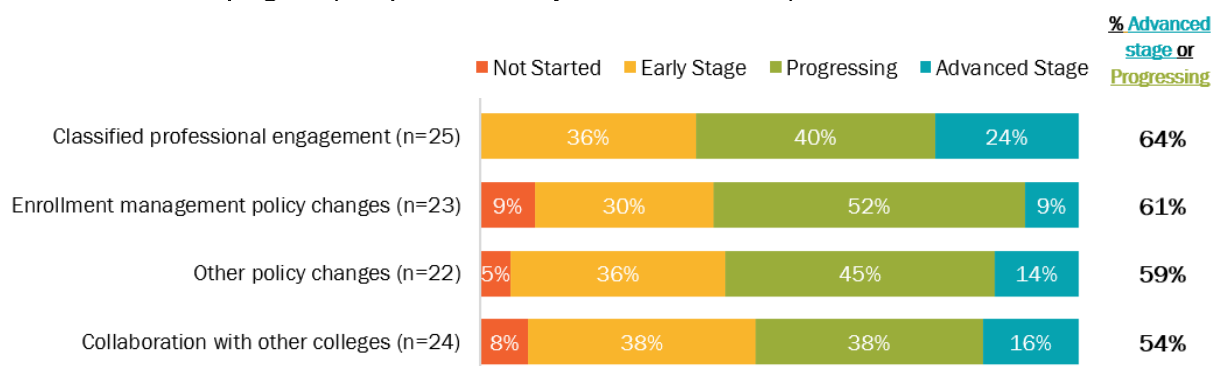
Examples of Holistic Student Supports

- An online portal that provides a **one-stop-shop of available supports available for Black/African American and Hispanic students**. Supports include basic needs, housing, financial aid, wellness and wellbeing, and tutoring
- Career or **workplace-based learning in the classroom**
- Establishing **basic needs centers and coordinators**

Areas of Less Progress

Through interviews, surveys, and conversations, colleges highlighted where they have made less progress related to their GP efforts: collaboration with other colleges, policy changes, classified professional engagement (see Exhibit 2 and Appendix C for full list). Although these are areas with the least progress comparatively, it is important to note that progress is still being made at most colleges.

Exhibit 2. Areas of less progress (Campus lead survey fall 2022; n=23-25)

	Not Started	Early Stage	Progressing	Advanced Stage	% Advanced stage or Progressing
Classified professional engagement (n=25)		36%	40%	24%	**64%**
Enrollment management policy changes (n=23)	9%	30%	52%	9%	**61%**
Other policy changes (n=22)	5%	36%	45%	14%	**59%**
Collaboration with other colleges (n=24)	8%	38%	38%	16%	**54%**

Collaboration with Other Colleges

While colleges have made progress with internal collaboration between departments on campus, there has been less progress made when collaborating with other colleges. Specifically, 88% of colleges are at a "progressing" or "advanced stage" when collaborating internally, and **54% of colleges are at these stages when collaborating with other colleges.**

> "It would be nice to get more time learning what other colleges are doing or what specifically has worked. Not just 'supporting students.' Not just 'we've been working on GP for a while' or 'talking to people.' Actionables."
>
> - Fall 2022 Institute Attendee

College teams appreciate opportunities to connect with peer colleges, including at webinars and Institutes. They acknowledge that collaborations have been limited and have requested specific examples and intentional opportunities to connect with other colleges. Although some opportunities to connect with other colleges are provided during webinars and Institutes, 58% of Spring 2023 Institute attendees requested more examples from other colleges, including "*hearing both what worked and didn't work. Share the good, bad, ugly.*"

Changes in Institutional Policies

Institutional policies play a critical role in student experience and success. Approximately 60% of **colleges are at a "progressing "or "advanced stage" in their enrollment management (61%) and other policy change efforts (59%)**, in comparison to 72% of colleges who have made changes to their academic policies. Changing policies takes time and colleges described a few that they are working on, including: Credit for Prior Learning, student conduct, and grievances.

"We're revamping all of our student conduct and grievance policies. We found a higher proportion of our students of color were referred to Security and Student Conduct. We transitioned to a Community Safety Office that's all internal and…got rid of our contracted-out work in that security space."

- CAGP Campus Lead

Engagement of Classified Professional

As research shows[1], positive student experiences increase the likelihood of student persistence and classified professionals play an important role in engaging and supporting students. Classified professionals are essential to student success and ensuring they are actively involved in GP work is vital. While 96% of colleges have made progress in faculty engagement, only **64% of colleges are at a "progressing" or "advanced stage" when engaging classified professionals**. In addition, only 41% of colleges that began participating in the CAGP 1.0 project and 33% of colleges that began participating in the 2.0 project have classified professionals on their GP teams. Campus leads explained that making connections with classified professionals has been difficult. For example, one campus lead shared, *"We built a success center right before the pandemic and have had classified folks for a few years now, but I don't think we've ever quite gotten to the place where we feel like it's humming along and it's good and we have two groups that are working really well together."* Across survey responses, interviews, and conversations with campus leads, professional development about how to engage classified staff has been consistently requested.

"One of our biggest challenges has been the connection between our counseling staff and our classified support specialists."

- CAGP Campus Lead

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[1] For example, *Exploring The Impact Of Classified Staff Interactions On The Student Experience: A Multiple Case Study Approach*

Challenges

Similar to previous years, **colleges continue to experience challenges specific to their GP efforts** (e.g., buy-in and resistance to change, sustainability) **and broader challenges that affect their GP work** (e.g., low morale and burnout). While some colleges have made progress in these areas, others continue to grapple with challenges associated with the system, structure, and contextual environment in which they are operating.

Guided Pathways Challenges

- **Buy-in.** Despite higher rates of faculty, administrators, and senior leaders on GP teams and greater engagement of these individuals in GP efforts, campus leads shared that they continue to experience challenges with buy-in. One lead explained that *"Change is hard...the biggest challenge that we're experiencing is around the personnel movement towards the new structures and getting people to find not just a sense of belonging within the new changes, but also find the way that they can uniquely play a role in the changes and to feel comfortable with those changes."* Similarly, another campus lead shared that they are *"starting to feel like you truly just can't get everybody on board. It's nothing new."*

- **Turnover.** Related to buy-in, Campus leads shared that frequent turnover among senior leadership in particular disrupts progress and momentum for implementing changes. Specifically, they shared that they have to re-explain their work to new leaders and gain their buy-in and support, which takes time and delays progress.

> **"Leadership changes make innovation challenging - we constantly have to rehash the resistance to change."**
>
> **- CAGP Learning Session Attendee**

- **Sustained and strategic staff/faculty engagement.** Although 96-100% of colleges indicated that they are at a "progressing" or "advanced stage" of senior leadership and faculty engagement, many campus leads shared that it is still challenging to engage more individuals on campus, while making sure that engagement is sustained and strategic amid various demands. One campus lead recommended that GP should have *"broader campus ownership - having it be an institution-wide commitment and a shared 'why' for all our employees."* Sixty percent of attendees at the March 2023 Institute requested professional development support related to engaging and collaborating with faculty and staff.

- **Determining how Guided Pathways and equity fit with other initiatives.** Campus leads questioned how GP and equity connect to other initiatives. Specifically, leads shared that there are often multiple initiatives and projects on their campus, and they are struggling with *"integrating plans,"* including GP, *"equity, AB 705, [and] HSI."* More intentional integration could lead to more collaboration and equitable outcomes for students.

> **"A small population of our college body does not see [Guided Pathways] as equity work. It's a powerful, vocal, influencing group of colleagues. I am hopeful that we can move beyond [this]."**
>
> **- CAGP Campus Lead**

- **Restructuring the college to align with the student-facing pathway structure.** Campus leads explained that institutional structures do not always match GP goals. For example, one lead shared that they need to *"re-structure the college to align with the student-facing pathway structure that we have established. We currently still have department chair and division structures that do not fully align with the pathway structure that we have put in place."* Campus teams requested professional development supports related to redesigning structures (e.g., "redesigning counseling around meta-majors and Guided Pathways") and examples from colleges who have successfully made changes.

- **Student engagement.** Engaging students in GP work is noted as an area of importance and in need of improvement. Changes include restructuring experiences within and outside of the classroom and including

student voices on committees. During the spring 2023 Institute, a student panel was among the top-rated sessions and one campus team member shared that the "*Student panel was extremely effective at reminding us about the "why" of our work!*" While another team member requested that sessions "*continue to include student voices.*"

- **Varying levels of knowledge**. Campus leads explained that focusing on higher-level priorities is challenging when some individuals need foundational levels of information about GP. For example, professional development opportunities related to important equity topics are difficult to develop and implement when individuals on campus need professional development in introductory areas (e.g., technology, introduction to GP). One campus lead explained that "*one of the things that I find just frustrating…is that faculty still come up to me all the time and say, 'I don't even know what Guided Pathways is.' After years of doing this*."

- **Sustainability.** Across all data collection efforts, sustainability was a key area of concern shared by stakeholders. Campus leads shared that upcoming changes to funding will impact their GP work and 68% of leads indicated that their college is working on braiding funding sources to support their GP work. One campus team member shared, "*Many of us are at the point of institutionalization with the ending of GP funding on the horizon. One of the long-standing challenges is getting the institution to focus on the areas where we have high ability to implement and that will have high impact.*" Similarly, a campus lead explained, "*I think one of the big challenges is this is a cultural shift. Cultural shifts don't happen on a million dollars. If you are really serious about making a cultural shift, much like equity has continuous funding, so does Guided Pathways. We're to that point where we have to institutionalize it, otherwise, it's going to go away because we're out of money.*"

> "Resources are a big problem: time and money and compensation…When the GP money specific to us goes away, how do we ensure that those things keep going?"
>
> - CAGP Campus Lead

Broader Challenges

- **Low morale and burnout.** Campus teams are struggling with low morale and burnout among their multiple responsibilities. One campus lead explained, "*The thing about a lot of campuses, and I know it's true with mine, is that they always want to throw a stipend at you and do it on top of what you're already doing. At some point, people are like, 'I can't do anything more, there's just not enough hours in the day.' There's so much burnout.*" Similarly, many attendees at the March 2023 Institute noted that they feel overwhelmed (33%) and fatigued (26%) about their GP work.

- **Societal and system challenges.** Campus leads described societal and system challenges that are not specific to their college but nonetheless impact their work directly. These include the Covid-19 pandemic which slowed or sidetracked momentum, data availability, declining enrollment, hiring freezes, new policies (e.g., AB1705), and California-wide fraudulent enrollment challenges at community colleges. One campus lead shared, "*We just eliminated all basic skills, which is better for students but decimated enrollment in English and Math, which are the two biggest departments. Then AB 1705 is going to change this even more so this will be a big challenge. Now you've eliminated one, two, or three levels of enrollment below transfer-level English and Math. That has pulled enrollment down. Those are what I call headwinds with Guided Pathways because it's the right thing to do but if you are in a time in of enrollment decline or stabilization [it makes it challenging].*"

> "The Institutes are wonderful. [They] are great concrete work. We really get stuff done as a committee, we come back, we do the work."
>
> – CAGP Campus Lead

3
CAGP 2.0 Supports

Colleges participating in CAGP 2.0 are receiving an array of supports and resources which are sponsored by a range of funders, including the College Futures Foundation, their philanthropic partners, and the state of California. The Year 1 Learning Report includes a history and detailed descripton of each support[2]. The following section briefly describes each support, if and how it has been modified, and feedback from stakeholders.

Key Takeaways

- Overall, **project supports were rated higher by colleges that began participating in the CAGP 2.0 project**, as compared to colleges that began participating in the 1.0 project.

- The most **highly rated** supports during the 2022-23 academic year are: **CAGP Institutes, support from Regional Coordinators,** and **webinars** (see Appendix D).

- A cross-cutting recommendation is to **better coordinate efforts** so they are efficient and easily accessible.

Institutes

Three-day Institutes have been a key component of both CAGP 1.0 and 2.0, providing campus teams the time and space to learn from and connect with each other and experts in the field. Two Institutes were held during the 2022-23 academic year (September 2022 and March 2023). **Approximately 270 individuals representing 36 colleges attended each Institute.** Post-event surveys were administerd at the end of both Institutes and feedback from stakeholders has been used to modify content and format at subsequent Institutes (e.g., role alike sessions were not included in the spring 2023 Institute based on feedback on the Fall 2022 Institute survey). The *Opportunities to Strengthen Institutes* box on the next page provides examples of previous feedback from Insititute attendees that has been addressed alongside the most recent suggestions for improvement that were provided in Spring 2023.

Overall, **attendees have continually been satisfied with the Institutes**. Specifically, 89% of campus team participants at the April 2022 Institute, 84% at the September 2022 Institute, and 81% at the March 2023 Institute rated it as "very valuable" or "extremely valuable." In contrast, ratings from regional coordinators and coaches decreased over time (85% of participants rated the September 2022 Institute as "very valuable" or "extremely valuable," as compared to 60% of participants at the March 2023 Institute).

81% of March 2023 campus team Institute survey respondents said the **Institute was very valuable** or **extremely valuable**

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[2] Please reach out to Engage R+D or College Futures Foundation if you do not have access to the report.

Across Institutes, **college teams rated "team time" as the most useful aspect**, followed by keynote speakers/plenary sessions. More detailed findings from the post-Institute survey responses are available in the databooks provided to partners following each convening.

Exhibit 3. Usefulness of Institute sessions (Fall 2022 Institute n=143; Spring 2023 Institute n=145-155)

Legend: ■ Not at all Useful ■ Slightly Useful ■ Somewhat Useful ■ Very Useful ■ Extremely Useful | **% very useful or extremely useful**

College team strategy sessions (team time)
- Fall 2022 (n=143): 1% | 5% | 20% | 74% → 94%
- Spring 2023 (n=152): 1% | 4% | 23% | 72% → 95%

Keynote speakers/ plenary sessions
- Fall 2022 (n=143): 1% | 4% | 16% | 43% | 36% → 79%
- Spring 2023 (n=155): 2% | 18% | 35% | 45% → 80%

Support provided by Coaches and/or Regional Coordinators during team time
- Fall 2022 (n=143): 3% | 8% | 13% | 31% | 45% → 76%
- Spring 2023 (n=150): 5% | 7% | 27% | 33% | 28% → 61%

Concurrent sessions with other colleges
- Fall 2022 (n=143): 2% | 5% | 20% | 40% | 33% → 73%
- Spring 2023 (n=145): 2% | 10% | 26% | 34% | 28% → 62%

Opportunities to Strengthen Institutes

Previous suggestions that have been addressed:

- ✓ More speakers/sessions/examples from California-based colleges or colleges who operate in a similar context
- ✓ Concurrent sessions that connect with the broader theme of the Institute
- ✓ More flexible and unstructured team time
- ✓ More opportunities to interact with other attendees

Recent suggestions/requests:

- ☐ Increase the frequency of breaks
- ☐ Offer more practical tools and examples
- ☐ Increase interactivity and engagement in sessions
- ☐ Provide tech for presenters (e.g., projection capabilities for slides)
- ☐ Share strategies for bringing more faculty and staff into the GP work
- ☐ Share ideas about sustainability

🖥️ Webinars

Webinars are coordinated by the NCII leadership team with support from coaches. A total of four two-hour webinars occurred between fall 2022 and spring 2023:

- 🔅 Revisiting the Why: Shifting the Enrollment Management Conversation to the Financial and Human Return on Guided Pathways Investments -- Speaker: Robert Johnstone, NCII / October 2022

- 🔅 Growing Enrollment by Better Serving Skills Builders – Speaker: Kathy Booth, WestEd / December 2022

- 🔅 CAGP College Highlights – Speakers: Margaret Prothero & Sara Volle, Santa Barbara City College / March 2023

- 🔅 CAGP College Highlights – Speakers: Stephanie Curry & Natalie Culver-Dockins, Reedley College and Lisa Brewster, San Diego Miramar College / April 2023

On average, 125 participants attended webinars, representing all participating colleges. They generally include an introduction by NCII, a presentation by experts, small group breakout sessions, and final Q&A and whole group discussion. Peer consultancies that were offered in previous years and were discontinued during the 2022-23 academic year based on stakeholder feedback. However, there is still appetite from colleges for peer to peer connection and learning. **In 2023, webinars were modified to focus primarily on learning about colleges specific GP efforts** (e.g., tools, policies, practices) and **celebrating their progress and wins.**

Stats for CAGP 2.0 Webinars

4 webinars offered between October 2022 – April 2023

125 participants at each webinar on average

31 colleges represented at each webinar on average

Overall, **colleges that began participating in the CAGP 2.0 project rated webinars as more helpful than colleges that began participating in the 1.0 project**. As one campus lead reflected, "*As much as I've learned from the speakers and the presenters, I've also probably learned as much from my colleagues and the schools. 'Operationally, how does this look? How many people, where's the budget coming from?' Those really are really good meetings. I think it'd be cool if we have more of those meetings and learn from one another.*" Another campus lead shared that "*the webinars are pretty interesting; I find some more interesting than others. I know they're trying to keep us engaged and keep us talking to each other, and I guess it has some value, but I find that the part that I least enjoy is when they break us out into workgroups and have to work through something. A lot of times I feel like we don't get too far and then we get sucked back into the main room. I haven't had a stellar experience in the breakout rooms.*"

Exhibit 4. Campus lead ratings of webinars by phase of participation (n=25)

Legend: ■ Did not use ■ Not at all helpful ■ Not Very Helpful ■ Somewhat Helpful ■ Very Helpful ■ Extremely Helpful | **% Extremely Helpful or Very Helpful**

Webinars from NCII

Group	Did not use	Not Very Helpful	Somewhat Helpful	Very Helpful	Extremely Helpful	% Extremely or Very Helpful
CAGP 2.0 Only (n=10)	10%	10%		70%	10%	**80%**
CAGP 1.0/2.0 (n=15)	7%	7%	27%	47%	13%	**60%**
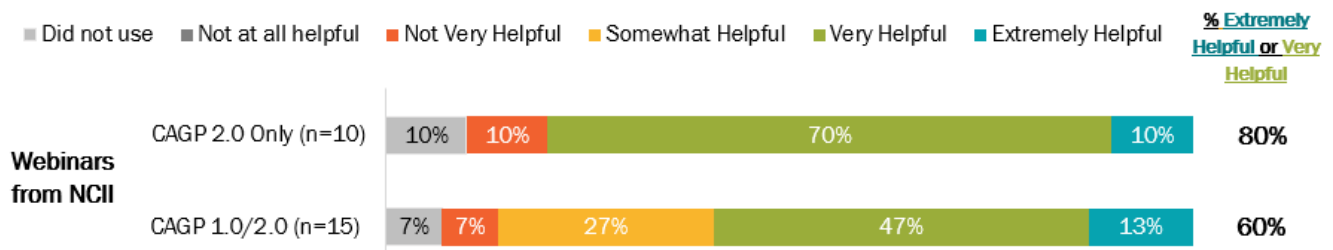
🗨️ Office Hours and Interactions with Coaches

Coaches are members of the nationwide NCII team and have provided support to colleges in both CAGP 1.0 and 2.0. Currently, there are six coaches who support colleges as "*a critical friend, as a sounding board, as a venting target, [and] as a resource.*" NCII coaches are located across the country and each coach is assigned 5-7 colleges. In CAGP 1.0, coaching responsibilities primarily included interacting with campus teams at Institutes. In CAGP 2.0, coaching has expanded to include connecting during virtual office hours and webinars. **During the 2022-23 academic year, most colleges (53%) participated in 1 - 2 office hour sessions, which typically lasted between 1.5 - 2 hours.**

Office Hours in CAGP 2.0

	2020-21 Academic Year (n=43 colleges)	2021-22 Academic Year (n=37 colleges)	2022-23 Academic Year (n=36 colleges)
Total # of Sessions	97	80	65
% of colleges participating in 3+ sessions	40% (n=17)	41% (n=15)	25% (n=9)
% of colleges participating in 1-2 sessions	44% (n=19)	35% (n=13)	53% (n=19)
% of colleges participating zero sessions	16% (n=7)	24% (n=9)	22% (n=8)

Support from coaches was not rated as highly as other CAGP supports in surveys. During interviews, however, coaches were described as a helpful resource. For example, one campus lead explained, "[*Our coach] been great as a consultant, very patient with us when we needed that patience, but also very helpful in helping us go in our next directions.*" Another campus lead shared, "*I think [our coach] is amazing. We are so lucky to have [them] as a coach, which leads into the coach time, which we love. Before I sign up, I actually send an email out to everybody because everybody wants to go. I 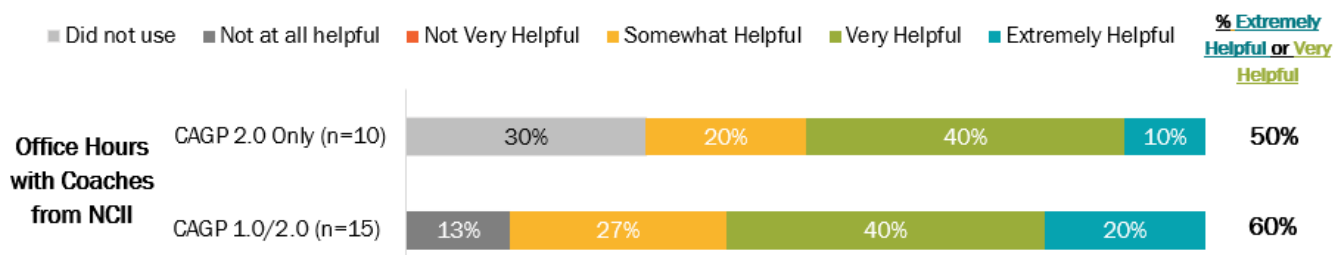only pick dates that I have commitments from the two vice presidents, the president of the college, [and] the senate president so that we can all be on that call*."

Exhibit 5. Campus lead ratings of coaches by phase of participation (n=25)

Legend: Did not use | Not at all helpful | Not Very Helpful | Somewhat Helpful | Very Helpful | Extremely Helpful | **% Extremely Helpful or Very Helpful**

Office Hours with Coaches from NCII

		% Extremely Helpful or Very Helpful
CAGP 2.0 Only (n=10)	30% / 20% / 40% / 10%	50%
CAGP 1.0/2.0 (n=15)	13% / 27% / 40% / 20%	60%

⚡ Support from Regional Coordinators

GPRCs are employees of the FCCC. Their role is to foster local collaboration; serve as liaisons between colleges, districts, and the CCCCO; and inform the development of tools and resources needed to implement GP. Some campus leads shared that it would be beneficial to **clarify the distinct roles of coaches and regional coordinators** and to ensure the two are coordinating.
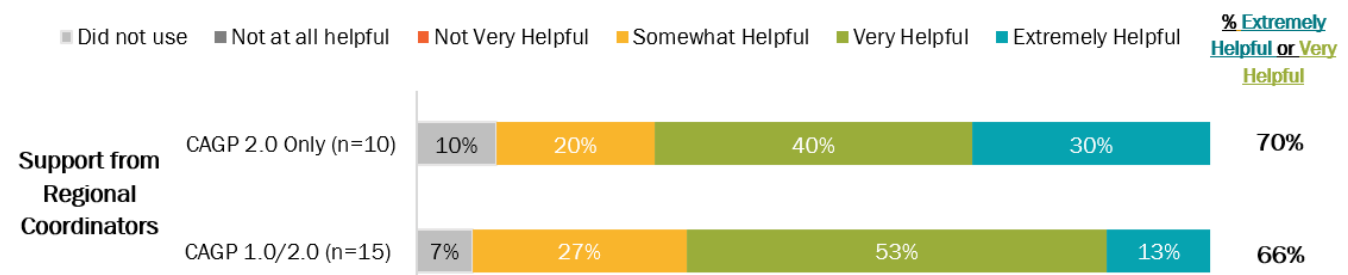
Colleges that began participating in the CAGP 2.0 project report that support from their GPRC is more helpful than colleges that began participating in the 1.0 project in 2016. This is not surprising given that colleges who began participating in the 1.0 project are typically at a more advanced stage of implementation and may not need support as much as colleges who began participating more recently in the 2.0 project. One campus lead from the 2.0 project shared, "*For me, [my regional coordinator is] awesome. She's probably my number one star. I ask her so much and she's so helpful, she's always there to help me. We meet once every two weeks just for an hour and check-in. I have a standing meeting with her because I just need to check in and keep on track*." In contrast, another campus lead expressed frustration with the lack of systemwide information available to GPRCs and asked "*Statewide, why aren't we banding together in a better way?*"

> "When you say yes to everything, suddenly we feel like now we've increased our workload, we've increased meetings. Doesn't everyone we get assigned to externally, do they coordinate with each other? Because we're inviting a coach to one meeting, a coordinator to another meeting, a representative to help us on this to this meeting. Where's the coordination?"
>
> - CAGP Campus Lead

Exhibit 6.   Campus lead ratings of regional coordinator support by phase of participation (n=25)

Legend: ▪ Did not use ■ Not at all helpful ■ Not Very Helpful ■ Somewhat Helpful ■ Very Helpful ■ Extremely Helpful | **% Extremely Helpful or Very Helpful**

Support from Regional Coordinators

Phase	Did not use	Somewhat Helpful	Very Helpful	Extremely Helpful	% Extremely or Very Helpful
CAGP 2.0 Only (n=10)	10%	20%	40%	30%	70%
CAGP 1.0/2.0 (n=15)	7%	27%	53%	13%	66%

Overall, campus teams and leads deeply appreciate the supports provided via the CAGP project. One overarching recommendation is to create a live, virtual **calendar of events** that includes information from various related efforts (e.g., CAGP project, CCCCO events, REACH initiative) and to **improve the coordination** of these efforts to maximize efficiency and accessibility. It is important to note that the Vision Resource Center has an events calendar, but it is possible that colleges are unaware of its existence or location. Sharing this resource more widely and frequently with colleges could be beneficial.

> "How we might proceed, what's the next level? Now that the completion team is done, who do we hand things off to, and how do we get it incorporated within the different departments in the different areas?"
>
> - CAGP Campus Lead

4

Closing

As GP implementation on campuses deepens and broadens and the CAGP project enters its final year, this learning effort has shifted its focus to center more on what is happening at the college level and how GP can be best sustained moving forward. For example, colleges have made strides in creating and embedding meta-major structures, engaging senior leadership and faculty, developing and implementing strategies to advance equity, redesigning KPIs, and designing and implementing holistic student supports.

As discussed in the *Challenges* section, campus leads are also navigating a range of barriers and feeling overwhelmed and fatigued. Yet, **66%** of campus team members surveyed said they feel **hopeful, 37%** said they feel **inspired**, and **33%** are **excited about their Guided Pathways work** (see Appendix E for the full list).

Looking ahead to the third and final year of CAGP 2.0, the partners will increasingly focus on ensuring that colleges and the Guided Pathways Regional Coordinators (GPRCs) that support them are equipped with the information, resources, and plans they need to sustain GP and center equity (see Appendix F for more information about planned evaluation activities)

Words that best describe how campus team members are currently feeling about their Guided Pathways work

Excited (n=51) 33%
Inspired (n=57) 37%
Hopeful (n=103) 66%
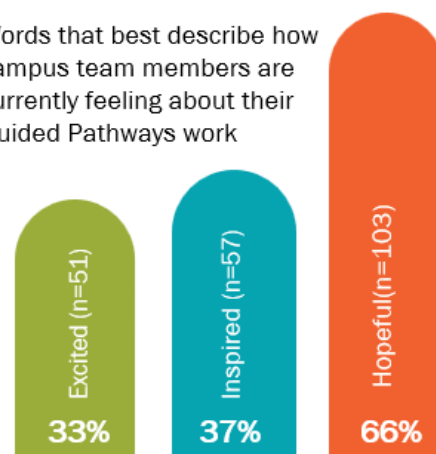
During this time, we encourage partners to:

⁂ Explore how the continued implementation of GP can be sustained through the partnership between the FCCC and the CCCCO.

⁂ Discuss strategies to best support CAGP colleges who are implementing GP and GPRCs who are working with them beyond 2024.

Multiple partner touchpoints are planned in 2023-2024 (in August 2023, February 2024 and June 2024) to explore, discuss, collaborate, and strategize together. As learning partners committed to supporting ongoing learning and development, Engage R+D will continue to elevate findings and make space for reflection and discussion within and between colleges and partners.

Appendix A. Overview of CAGP Supports

Colleges participating in the CAGP 2.0 project are receiving a constellation of supports and resources which are sponsored by a variety of funders, including College Futures Foundation and their philanthropic partners as well as the state of California.
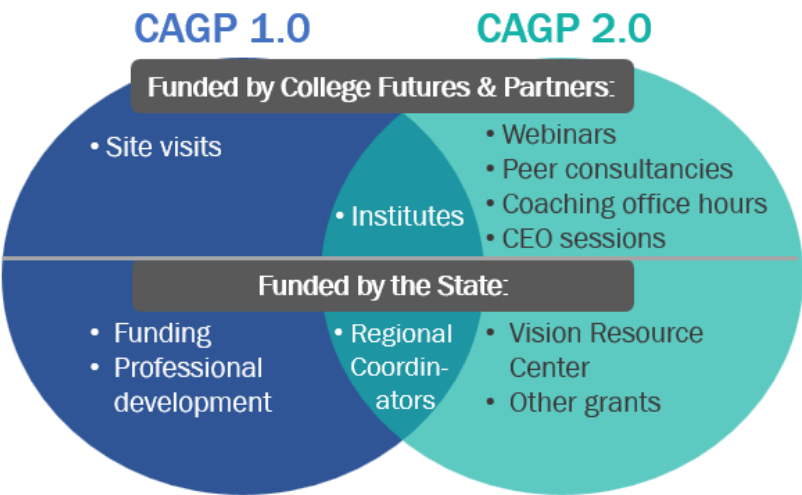
Appendix B. Colleges Participating in CAGP 1.0 and 2.0

Phase 1.0 & 2.0 and 2.0 Only Pathways Project Colleges

● College Participated in Phase 1.0 and 2.0

● College Participated in Phase 2.0 only

NORTH / FAR NORTH
Butte College
Lake Tahoe Community College
Sierra College
Yuba College

CENTRAL VALLEY / MOTHER LODE
Clovis Community College
Madera College
Modesto Junior College
Reedley College
San Joaquin Delta College

BAY AREA
Cabrillo College
College of Alameda
Gavilan College
Las Positas College
West Valley College

INLAND EMPIRE
Chaffey College
Moreno Valley College
Norco College
Riverside City College
Victor Valley College

SOUTH CENTRAL COAST
College of the Canyons
Cuesta College
Santa Barbara City College

SAN DIEGO / IMPERIAL
Cuyamaca College
Grossmont College
Mira Costa College
San Diego Miramar College
Southwestern College

LOS ANGELES / ORANGE
Los Angeles Valley College
Rio Hondo College
Saddleback College
Santa Ana College
Santa Monica College
Santiago Canyon College

Compton College
El Camino College
Long Beach City College
Los Angeles Southwest College
Los Angeles Trade-Tech College

Appendix C. Campus Progress Ratings

Campus leads indicated their progress in a variety of areas in December 2022. Respondents were given the following definitions:
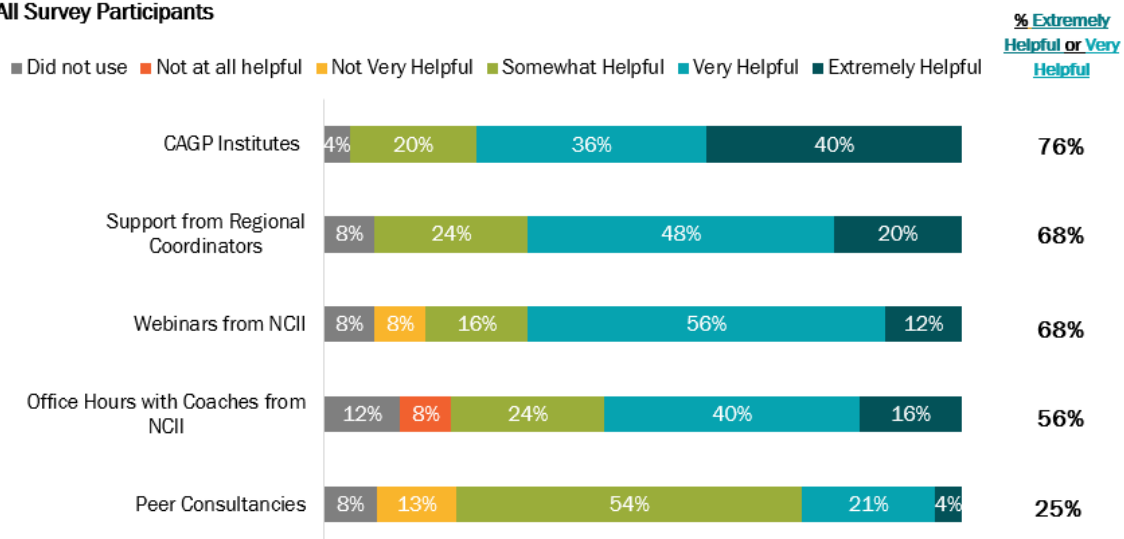
- *Not started:* My college has not started working on this.
- *Early stage:* My college has just started working on this.
- *Progressing:* My college is making progress on this but has more to do.
- *Advanced stage:* My college has made significant progress on this or has reached completion.
- *Not sure/Unable to assess:* I do not have enough information to assess this or I'm unsure about progress to date.
- *Not applicable:* This does not apply to my college.

Area	Not Started	Early Stage	Progressing	Advanced Stage	% Advanced stage or Progressing
Meta-majors (n=25)			40%	60%	100%
Senior leadership engagement (n=24)			58%	42%	100%
Faculty engagement (n=24)		4%	63%	33%	96%
Identifying goals and strategies to advance equity (n=25)		8%	48%	44%	92%
Integrating GP with Student Equity planning (n=25)		8%	52%	40%	92%
Collaboration between departments on campus (n=25)	8%	4%	72%	16%	88%
Key Performance Indicators (KPIs) (n=25)	8%	4%	60%	28%	88%
Holistic student supports (n=25)		16%	56%	28%	84%
Collecting data and/or analyzing information (n=25)	8%	12%	60%	20%	80%
Website creation or updates (n=25)	4%	20%	60%	16%	76%
Onboarding processes (n=25)	4%	20%	52%	24%	76%
Academic policy changes (n=25)	12%	16%	56%	16%	72%
Building data systems (n=25)	12%	20%	44%	24%	68%
Braiding funding sources to support GP work (n=25)	8%	24%	56%	12%	68%
Classified professional engagement (n=25)		36%	40%	24%	64%
Enrollment management policy changes (n=23)	9%	30%	52%	9%	61%
Other policy changes (n=22)	5%	36%	45%	14%	59%
Collaboration with other colleges (n=24)	8%	38%	38%	16%	54%

Appendix D: Helpfulness of CAGP 2.0 Supports
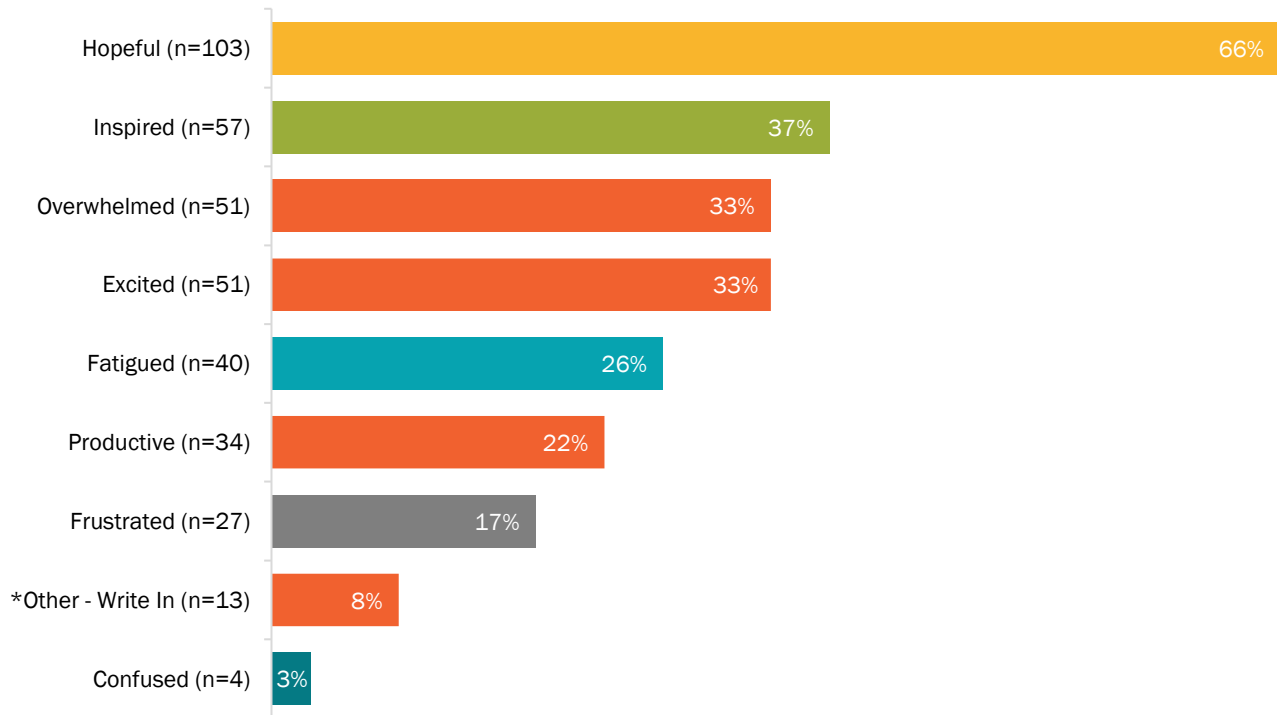
The extent to which the following supports were helpful to campus leads in the past year (n=25).

All Survey Participants

Legend: ■ Did not use ■ Not at all helpful ■ Not Very Helpful ■ Somewhat Helpful ■ Very Helpful ■ Extremely Helpful

% Extremely Helpful or Very Helpful

Support	Breakdown	% Extremely Helpful or Very Helpful
CAGP Institutes	4%, 20%, 36%, 40%	76%
Support from Regional Coordinators	8%, 24%, 48%, 20%	68%
Webinars from NCII	8%, 8%, 16%, 56%, 12%	68%
Office Hours with Coaches from NCII	12%, 8%, 24%, 40%, 16%	56%
Peer Consultancies	8%, 13%, 54%, 21%, 4%	25%

Appendix E: Descriptors of Experience with Guided Pathways

Campus leads were asked about the words that best describe how they are currently feeling about their Guided Pathways work.

Descriptor	Percentage
Hopeful (n=103)	66%
Inspired (n=57)	37%
Overwhelmed (n=51)	33%
Excited (n=51)	33%
Fatigued (n=40)	26%
Productive (n=34)	22%
Frustrated (n=27)	17%
*Other - Write In (n=13)	8%
Confused (n=4)	3%

Other words shared by participants include:

- Frustrated by faculty and Productive by all that our college has achieved
- The feeling above can change based on activity that I am involved with - frustration can come when you can't get faculty to participate and/or follow through.
- Worried the work will fall on WOC
- A lot more work to be done
- Doubtful
- Engaged
- Everything!
- Grateful
- Intentional & informed
- Nervous
- Stuck
- Tentative
- Unsure/interested

Appendix F: Remaining Evaluation Activities for 2023-2024

An overview of high-level developmental evaluation activities* are presented below.
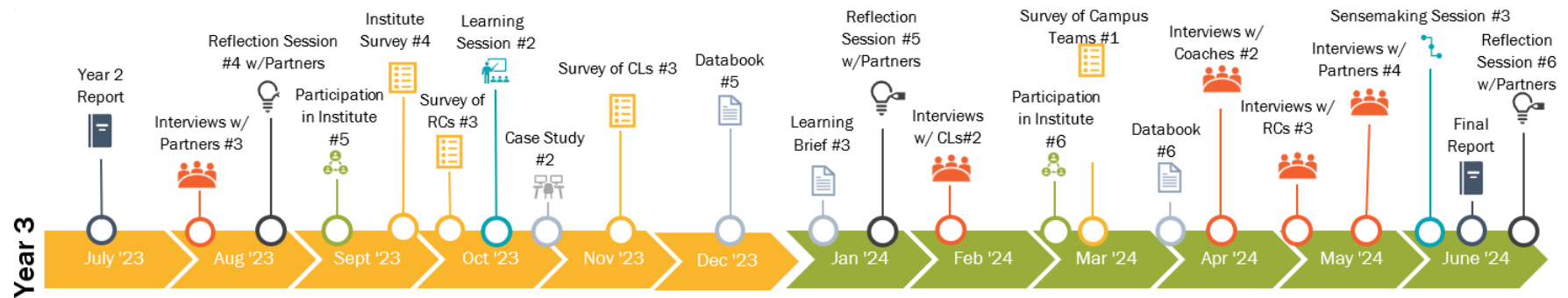
*Please note: These dates are subject to change. Ongoing activities such as regular check-ins with the College Futures team, additional meeting observations (e.g., webinars), and secondary data review and analysis are not included in this timeline.