CGCC Problem Statement: At CGCC, the educational path for students can too often feel unclear and unresponsive to their diverse needs and challenges.

CGCC Goal Statement: CGCC endeavors to better incorporate student achievement data and our students' lived experiences to improve the academic pathways we offer and the supports we provide them in pursuit of their self-identified goals.

	Priority	Goals	Activities/Tasks	Leadership	Timeline		Resources	Issues/	Policy/ Practice
	What are the top priorities for the work?	What is the specific desired student outcome(s)?	What are the steps required to accomplish this priority?	Who is responsible?	When do you start?	When will you check progress?	What resources need to be (re-) allocated?	What challenges do you anticipate?	What policies or practices have been updated or changed?
1	**Student Services Redesign**	Improve student intake (i.e., registration) and advising experiences that get students on a path, and the student support services (i.e., counseling, PASS) that help them succeed on that path.	1.) Review life-cycle of a student to identify areas for improvement in intake, advising, and student support. 2.) Create an intake process with more contact points for students with advisors (professional and/or faculty) from the time of first expressed interest. 3.) Ensure application (and student surveys) collect the data we need to understand our student population. 4.) Help students choose an academic pathway, connect them with appropriate support resources throughout the pathway. 5.) Track student progress to completion, and create an early alert system. 6.) Develop a timeline for implementation. 7.) Incorporate student voice. 8.) Eventually, individuals will work with other groups on pre-college pipeline (i.e., College Now). [Note: Review concepts from *Redesigning America's Community Colleges* in first meeting as an icebreaker, or to ground the work.]		January 2021	Monthly	Time; possibly funds	Initial time crunch on those involved in Campus Nexus	Campus Nexus will/may impact much of this work.
2	**First-Year Student Experience**	Improve the confidence of all first-time college students (as expressed in persistence and completion) by building college-ready skills of the first-year cohort.	1.) Research and develop a first-year student experience course(s), to include college success skills, college resource wayfinding, career guidance, connected with institutional learning goals. 2.) Work with the Academic Pathways group to align FYE coure(s) to learning outcomes in metamajors. 3.) Determine timeline for implementation of FYE and, if appropriate, metamajor gateway courses. 4.) Incorporate student voice. [Note: Review concepts from Redesigning America's Community Colleges in first meeting as an icebreaker, or to ground the work.]		January 2021	Bi-Monthly	Time	How do we ensure we add value with a potentially added course for first-time college students?	
3	**Pathways & Mapping**	Articulate for students clear metamajors (aka academic program pathways or clusters) at the college, including the high school on-ramp and transfer opportunites to four-year schools.	1.) Research and develop metamajors into which our academic program pathways will be grouped, and name those metamajors. 2.) Map curricula and, where possible, create alignment between programs within a metamajor from a gateway course through shared coursework to program-specific coursework. 3.) Identify current and potential transfer pathways and articulations. 4.) Develop a timeline for implementation. 5.) Incorporate student voice. 6.) Eventually, individuals will work with other groups on pre-college pipeline (i.e., College Now). [Note: Review concepts from Redesigning America's Community Colleges in first meeting as an icebreaker, or to ground the work.]		January 2021	Monthly	Time	Faculty involvement and student voice are important to ensuring we get it right. Clear communication is necessary.	State-wide transfer work and goals must be considered.

4	**Developmental Education Redesign**	Improve the course/sequence completion and persistence to student goals of all students placed in remedial math and writing.	1.) Review historical, disaggregated data of course/sequence success rates, persistence, and how many times it takes to complete a given course (i.e. % students starting in dev ed who eventually complete a college degree). 2.) Research best practices in developmental education (i.e., corequisite models, and develop an approach and timeline to implement changes that will improve persistence and completion rates of students placed in remedial math and writing courses. 3.) Collaborate with Student Services as appropriate, such as the implementation of Multiple Measures Placement and the support services needed for Dev Ed students. 4.) Develop a timeline for implementation. 5.) Incorporate student voice. [Note: Review concepts from Redesigning America's Community Colleges in first meeting as an icebreaker, or to ground the work.]		January 2021	Monthly	Time; funds for support services.	What do writing pathways look like? Always consider cost and time to students.	Strong Start to Finish co-reqs in progress.
5	**Faculty & Staff Professional Development**	Provide faculty and staff the training and education necessary to support Guided Pathways implementation.	1.) Develop a systematic approach to teaching and learning that aligns Guided Pathways principles with major professional development (PD) activities (i.e., Fall and Spring In-Service, PD Days). 2.) Identify and schedule formal and informal PD opportunities that are faculty-driven and/or group-specific PD, i.e., monthly roundtable coffee hours on best practices, drop-in working sessions on techniques in learning facilitation, book/data discussions, equity minded instructional approaches like de-westerninzing program, course, and lesson planning. 3.) Develop a timeline for implementation, and discuss funding. 4.) Incorporate student voice as appropriate. [Note: Review concepts from Redesigning America's Community Colleges in first meeting as an icebreaker, or to ground the work.]		January 2021	Bi-Monthly	Time; funds to support attendance; potential reallocation of personnel or faculty release	Do we have the resources available to support robust professional development? How do we use existing grant funds?	
X	*The Equity Lens*	*Identify disaggregated achievement gaps in order to improve persistence, learning success, and goal completion, for all students.*	*1.) The Guided Pathways Steering Committee will work with the Equity Action Committee and Institutional Researcher to ensure disaggregated data is available to all departments for unit planning purposes and Guided Pathways subcommittees for their work. 2.) Cultivate institution-wide comfort with and use of data to inform decision-making. 3.) Ensure college's equity lens is applied at all level of institutional decision-making.*		*January 2021*	*Bi-Monthly*	*-*	*While DEI conversations have begun in EAC, it is the work of the entire institution. How do we incorporate this into all of our work?*	*State mandates, possible funding mandates, and accreditation recommendations around disaggregation are priority.*