**Cabrillo’s College’s GP Implementation Structure**

1. **Leads**
   1. **Dean for Guided Pathways** (2017-2018 – 80% reassign; Fall 2018- 100% reassign; Spring 2019 – unknown at this point)
   2. **Faculty Lead for Guided Pathwa**ys (2017-2018; Fall 2018 – 100% reassign; Spring 2019 – unknown at this point)
   3. **Charge** – facilitate overall implementation of GP on campus, serve as GP liaisons on numerous shared governance committees including Faculty Senate and the College Planning Committee, create and maintain a [GP website](https://sites.google.com/cabrillo.edu/guided-pathways/home), and report to both Cabinet and the college president once a month.
   4. College has also provided an office space and 10-hours/week staff support.
2. **Pathways Implementation Team**
   1. **Charge:** Oversees implementation of GP, coordinates all activities, sets implementation goals and KPIs,communicates to constituents about activities, events and progress – i.e. the GP Brain Trust looking at the Big Picture.
   2. **Membership:** Chaired by GP Leads; 22 other members including all Vice Presidents (Instruction, Student Services and Administrative Services), Faculty Senate President, Faculty union president, workgroup leads (see below), IT, Marketing Director, Basic Skills faculty, CTE Dean, Student Equity Coordinator, Grants director, Institutional Research Director, Curriculum Chair etc.
3. **Guided Pathway Workgroups**
4. **Charge:** Implement specific areas of GP and organized by the 4 pillars. Members then went to serve on other workgroups to infuse the basic skills perspectives. These are the folks who actually get the work done. Faculty were paid adjunct overload pay for 20 hours work each semester. Classified staff and some counseling faculty are not compensated for their time because the contract considers them already at work and paying them would be considered “double-dipping.”
5. **Membership:** Chaired by 2 leads; other members are faculty, student services professionals and classified staff whose work or interest pertains to that particular pillar. Most groups have 15-20 members, but are often divided into smaller sub-groups to accomplish certain projects. For more info on the membership each of these groups, look at this page of the [GP website.](https://sites.google.com/cabrillo.edu/guided-pathways/contacts-workgroups)
6. **Defining the Path** – Focused on facilitating the creation of meta-majors, program maps, maps with our three major transfer partners and implementation of program mapping software. Crucial membership includes a good mix of instructional and counseling faculty and the Articulation Officer.

* **Entering the Path** – Focused on revising the college’s onboarding processes, trying to move to a more modular and individualized experience for students and also on creating a First Year Experience. Crucial membership includes the classified staffs that conduct onboarding, instructional and counseling faculty, and the Dean of Counseling.
* **Redesigning Basic Skills** (2017-2018) – Communicated the work being done within departments to implement MMAP and then AB705 implementation processes. The group disbanded after completing their work and members shifted to serving on other workgroups to infuse their basic skills knowledge into the work being done there.
* **Staying on the Path** - Focused on creating ways to monitor if students are on or off the path, revising student communications from the college to be more student-friendly, conducting Equity Student Focus groups in conjunction with the Office of Equity, and creating Student Success Teams of instructional and counseling faculty to provide student supports and monitor students in each meta-major. Crucial membership includes the Equity Director, a combination of counseling faculty and instructional faculty.
* **Ensuring Learning** – Focused on revising program student learning outcomes and their assessment to embrace a pathways approach and to infusing career exploration and experiences into the curriculum. Crucial membership includes the SLO Coordinator, and a mix of transfer and CTE faculty.

1. **Lessons Learned from Cabrillo**
   1. In general, using a distributed leadership model helps Guided Pathways spread across the campus and takes it away from it being personality-driven initiative.
   2. Don’t organize work by the four pillars. Too much of it overlaps. Discreet tasks, such as defining meta-majors or redesigning on-boarding, work better.
   3. Workgroup leadership is crucial. You need the right people with the right knowledge, and with good leadership ability. We have had some successes and some failures due to this. Consider holding facilitation training for all the leads.
   4. Mixing Student Services, Instruction and classified staff on teams has truly broken down silos and engendered much appreciation for each person’s vast areas of knowledge.
   5. Work out an equitable way to pay everyone for their time, if possible.
   6. Since Cabrillo tends to fund innovations within the separate components of Instruction, Student Services and Administrative Services, we have just created a new process to fund Guided Pathways redesign projects. Since they draw on resources within all 3 components, a proposal process was created where anyone from the campus, in addition to the GP workgroups, can suggest a way of implementing as aspect of Guided Pathways. This proposal process is explained in detail on [this page of the GP website](https://sites.google.com/cabrillo.edu/guided-pathways/gp-redesign-proposal-process).