	INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.			
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ X Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.
Please respond to the following items (500 word maximum per item) 1. **Please briefly explain why you selected this rating.**				

De Anza College is in the Early Adoption phase of the Guided Pathways framework. This rating was selected because the college needs to identify, prioritize and coordinate strategically initiatives that will benefit students. A Guided Pathways Steering Committee comprised of shared governance representatives is in the process of being identified to lead the work.

De Anza College has a well-established culture of inquiry as evidenced by data reported in the Student Equity and Student Support Success Program (SSSP) plans. Institutional Research reports such as the Student Success Scorecard, enrollment trends, and student surveys contribute significantly to evidence based inquiry and planning. Members of the college community also have access to the inquiry tool for data analysis within their own courses and/or departments and divisions. All programs, on an annual basis, receive comprehensive data and complete program reviews.

The next step is to engage the college's constituency groups and the campus community in understanding data points in order to develop, adopt, implement, and support a local plan or framework for Guided Pathways.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Program Review, through the respective Planning and Budget Teams (PBT), is an required process that departments engage in annually to review enrollment trends, student success and equity data, resource needs (human, equipment and fiscal) as well as addressing areas for improvement. Once program review is complete, each PBT examines what has been submitted, including research and local data to make recommendations for resource allocation. For Instruction, Program Review informs decision making around strategic enrollment management (course sections, scheduling), curriculum, course offerings, programs, and faculty hiring. The Program Review provides the vehicle for development of the Guided Pathways framework at the college.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Defining Guided Pathways, broadly but with concrete examples, and explaining the concepts and opportunities which exist, may present a challenge during the inquiry period, given the size of our campus.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

KEY ELEMENT	SCALE OF ADOPTION				
	INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
	Pre-Adoption	**Early Adoption** X	**Scaling in Progress**	**Full Scale**	

2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.	○ X Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	○ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.	

Shared Metrics

1. **Please briefly explain why you selected this rating.**

De Anza College is in the Early Adoption phase of shared metrics. This rating was selected because the college needs to:

- identify and prioritize specific benchmarks;
- connect and align those specific benchmarks with strategic goals; and
- develop, implement, and sustain plans that achieve the strategic goal.

Currently, the college has an abundance of student data that track progress; however, the data are not aligned across programs and connected to collective goals/key performance indicators. The Education Master Plan, Student Success Scorecard, Program Review Data Sheets, Degree, Certificate, Transfer Reports, CTE Full-time Employment Rates, Gainful Employment Reports, Data Inquiry tools, Basic Skills Reports, SSSP core services and Student Equity Initiatives exemplify data that track progress student academic and employment outcomes.

The college is committed to integrated planning as evidenced by completion of the SSSP/Student Equity/BSI integrated plan. Ultimately, Strong Workforce and Guided Pathways will also be included in the college's integrated plan.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Institutional Research consistently produces reliable data for a wide array metrics related to student academic progress and outcomes. The data reports listed above, in Question One, are produced by the college's Institutional Researcher. The college uses data/metrics to inform decisions, program improvement, and best practices.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Due to the size of our college and a large number of programs, it will take time and cross-collaboration to fully align our metrics. Time constraints of the quarter system present a particular challenge in discussing, planning, and developing this key element.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

All college constituencies will need to come together as a cohesive group to develop, establish, launch, and sustain Guided Pathways. Guided Pathways needs to be a college-wide initiative that is well coordinated and communicated.

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**

3. INTEGRATED PLANNING				
College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): ● Student Success and Support Program (SSSP) ● Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	**X** Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

Program (BSI/BSSOT) ● Equity Planning (Student Equity/SE) ● Strong Workforce Program (SWF)			beginning to routinely inform and engage their constituents around integrated planning.	overarching strategies across the main college initiatives. Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

Conversations about Guided Pathways have only fairly recently been brought to major key stakeholder shared governance groups (Academic Senate, Classified Senate, Instructional Planning and Budget Team, Student Services Planning and Budget Team, Campus Budget Committee, Department Deans Meeting, and College Council). More campus groups such as Equity Action Council also will discuss and be involved in campus Guided Pathways discussion and planning. Because the Oakland November 7, 2017 state Chancellor's Guided Pathways Workshop emphasized that participating in and building Guided Pathways is to be a locally led and determined, ground-up initiative at each participating campus, with no state requirement for what elements of Guided Pathway each campus must adopt, all the constituent groups who discussed Guided Pathways generally expressed support for moving forward on Guided Pathways self-assessment and implementation planning. A few faculty members in Academic Senate and the Department

Chairs expressed concerns about potentially "hidden" requirements once we are approved for Guided Pathways implementation funding. However, we are proceeding in good faith with what we have been officially told by the state Chancellor's office this far. We chose this rating because we have a transparently outlined shared governance process for decision making at De Anza, which is detailed in our Accreditation Self Study and on our shared governance website.

As an example, the SSSP/SE/BSI integrated planning process has been underway since spring 2017. Initial conversations began in the SSSP/SE/BSI Advisory Committee comprised of all shared governance groups: Academic Senate, Classified Senate, Student Body Senate, Planning and Budget Teams, and faculty, staff, and administration representatives. Using the planning template provided by the Chancellor's Office, the first draft of the integrated plan was created with college wide input, and incorporating the Educational Master Plan, institutional strategic initiatives, and student success and equity data to inform the planning process. As required by the template, goals and activities from the 2015-16 plan were listed along with one intersecting goal and corresponding activities from each initiative. For the 2017-2019 integrated plan, five integrated goals and activities were identified for completion by June 30, 2019. The draft plan has been posted to the Advisory Committee website and is in the process of being presented to the following college wide shared governance groups and constituencies for further input and feedback:

● Senior Staff
● SSSP/SE/BSI Advisory Committee
● Instruction Planning and Budget Team
● Academic Senate
● Classified Senate
● Equity Action Council
● Student Services Planning and Budget Team
● Finance and College Operations Planning and Budget Team
● College Council

The plan will finally go to the Board of Trustees for approval by early January, and submitted to the Chancellor's Office by the due date of January 31st. The planning process has been collaborative, inclusive, transparent, and data-driven.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have formed a joint SSSP/SE/BSI Advisory Committee to assist in a college wide engagement and coordination of these initiatives. The Advisory Committee has been very helpful in providing space where all shared governance groups (Academic Senate, Classified Senate, Student Body Senate, Planning and Budget Teams, and faculty, staff, and administration) are represented and can come together and be engaged in the integrated planning process. Members of the Advisory Committee take the information back to their constituencies to help inform and receive feedback from their members to ensure college wide participation in the process.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
4.

We are facing budget cuts due to declining enrollment, which can limit our ability to fully engage all constituents in the inquiry/research, design, and implementation of the integrated plan.

5. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**

| 4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.

In addition, this plan strategically engages college governance bodies college-wide. | ○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort. | ○ Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums. | ○ X Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes. | ○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).

Cross-functional teams are in communication and collaboration with college governance bodies. |
| --- | --- | --- | --- | --- |

1. Please briefly explain why you selected this rating.

Cross-functional groups representing college constituencies already exist where Guided Pathways discussion, planning and development can be incorporated. For example, the Advisory Committee for SSSP/SE/BSI Integrated Plan is a workgroup where faculty, staff, administrators, and student voices are represented, where the Guided Pathways work can easily be integrated.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The college has a comprehensive planning structure and is committed to the shared governance process. Through the shared governance groups, mechanisms are identified for gathering and infusing college-wide input (including student voice) into the decision making policies and processes. Shared governance is an active part of the campus community: faculty, staff, and students are encouraged and welcome to serve on committees and Senates.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Competing needs and limited resources, especially in times of declining enrollment, can impact our ability to fully realize the potential of Guided Pathways. Also, more administrator, faculty, staff, and student participation in comprehensive planning and implementation of Guided Pathways will be needed in order to truly break down silos and ensure full efficacy of Guided Pathways.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)		
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.		
	SCALE OF ADOPTION	

KEY ELEMENT	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	X Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Scaling in Progress
1. Please briefly explain why you selected this rating.
The College current engages with other educational institutions and employers/industry in the following ways:
·   Outreach visits to high schools in surrounding area
·   Dual enrollment courses held on high school campuses
·   Summer Bridge program
·   Articulation agreements with local high schools
·   Articulation agreements with UCs and CSUs

Careers and Technical Education programs have developed relationships with regional industry leaders over the years but we are scaling up with the infusion of state monies through Strong Workforce Initiative and look to continue strengthening and expanding those connections.

Describe one or two accomplishments the college has achieved to date on this key element

Some accomplishments include:

· Implementing Starfish to improve communication between students, instructors, counselors and campus resources.

· Implement EduNav to assist students in mapping out their course of studies at De Anza College to attain degree/certificate/transfer.

· Implementation of the Career Technical Education and Institutional Advancement Committee

· Most areas that can offer an Associate Degree for Transfer (ADT) degree do have one in place.

· Some areas without ADT are developing unofficial transfer pathways

· Student applicants of 4-year colleges and universities with Transfer Agreements (TAG) agreement has grown

· Number of dual enrollment courses offered at local high schools is increasing

· Re-design of website to facilitate first-time students' registration

· Extended Year/Summer College for Kids and Teens

· Establishing infrastructure to support DE efforts. This will include creation of new positions for Dean of Career Education and Director as well as bringing back a Career Center.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Finding internship opportunities for our students. Often companies offer internships to Freshmen through Seniors at four year institutions but not to community college students (Google is one such example).

· Length of time and frustration some students experience in acquiring the skills to be successful in college-level math and/or English entry level courses.

· We need to increase advertising of our CTE programs

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	**X** Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.

Please respond to the following items (500 word maximum per item)

Please briefly explain why you selected this rating.

   The College is working on the infrastructure to serve individual students in their career and major exploration with some major and career exploration mechanisms are in place.

Describe one or two accomplishments the college has achieved to date on this key element.

Accomplishments:
1)   The College has purchased and is implementing the EDU NAV software system. This system allows the student to independently create brief and expanded educational plans while simultaneously accessing job and career information (e.g. salaries, job potential, job growth).
2)   Career Planning course (CLP 75 – College Majors and Career Options) is in place and can be easily adapted to include Guided Pathways.
3)   Choosing a College Major or Career Workshop is in place and can be easily adapted to include Guided Pathways.
4)   The College has hired a Career Technical Counselor (CTE) to provide individual advising relative to career exploration for CTE students.
5)   The CTE faculty counselor has been working with the Southwest Bay Counselor Consortium to exchange ideas and share resources about formulating "guided pathways".
6)   The College's newly formed CTE Institutional Advancement Committee consisting of CTE program faculty, staff and administrators from across campus have convened to identify areas to strengthen the CTE programs by:
   · Developing high level of connections with industry and increasing the potential to learn about industry workforce demands and the pathways towards employment for our students.
   · Strengthening K-12 relationships and increase coordinated ladders of curriculum for students.
7) The College currently has 14 Associate Degrees for Transfer (ADTs) to CSU
8) We offer a Liberal Arts A.A. degree with an emphasis in four areas which enable students to receive an A.A. degree as they complete their requirements for transfer to CSU or UC.

9) Cohort programs (Umoja, First Year Experience, Puente) include a career exploration course that is required for students in those programs.

10) Our college Transfer Center organizes a number of workshops to help students prepare for transfer, as well as transfer fairs with university representatives, and they coordinate the Transfer Articulation Agreements (TAGs) with UC. Students can drop in and/or make appointments with Transfer Center staff to discuss major and career exploration opportunities.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Challenges:

a.   Internal curriculum approval process requires many forms and processes to ensure that new and updated curriculum meet state requirements. In addition, our two full-time curriculum staff have a heavy workload in tracking and submitting approved curriculum. Our faculty Curriculum Committee co-chairs and members are diligent in review of curriculum. Our comprehensive process from initiation, through approval process steps, to submission to the state, requires a minimum of 1.5 years from the time that a new course proposal is initiated to the time that approved new curriculum can be offered.

b.   Union contracts make it difficult to hire support staff and faculty.

c.   The College does not have a Career Center.

d.   Scheduling the appropriate amount of time for core teams to meet, plan, coordinate, and implement.

e. College currently does not allocate funds for career assessments instruments to help low income and first generation students identify and narrow career interests.

f. Many departments and discipline faculty do not actively engage with guided major and career exploration opportunities for students. There is no clear guidance for how faculty can appropriately support these efforts.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	X College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

We are in the process of scaling up pathway from basic skills to completion of transferable math in the Math Performance Success and Statway programs, because we secured a grant to do so. In Math and in English and Reading, we are piloting the use of the multiple measures for placement.

A description of some of our basic skills initiatives help to describe our current status as a college in regards to Basic Skills:

1.   GPA placement: Early adoption
a.   We have/are piloting GPA multiple measures but have not fully implemented a process
b.   Piloted one GPA/transcript measure; formed college and district committees; revised and implemented district-wide retest policy
c.   Access to transcript information, faculty agreement on other multiple measures

2.   Co-requisite EWRT1A/READ80: Early adoption
a.   First year of program that allows some students to take READ80 as co-requisite with EWRT1A instead of the pre-requisite READ211
b.   Running pilot with agreement of faculty in Read and English departments, full classes for winter quarter
c.   Specifying what criteria students need to meet to be in this program, which students will be most successful, and continued faculty buy in

3.   Puente, REACH, Umoja, FYE: Scaling in Progress/Full Scale

a.   Most of these programs are fully implemented, but we would like to increase the number of students served
b.   Implemented highly successful REACH program in past two years, improved overall success rates in other programs and expanded the pool of teachers who are prepared to work in these programs
c.   Limited teaching and counseling pool and teacher/counselor burnout; scalability to reach all students who could benefit from programs like these

4.   Sequential compressed LART211/EWRT1A LinC: Early adoption
a.   We have implemented the program but only run it once so far
b.   The first run of this program has been extraordinarily successful, with 100% retention
c.   Finding and training other teachers to teach in the program; department buy in

5.   Dedicated Basic Skills Counselors: Early adoption
a.   We have hired two counselors dedicated to transitioning basic skills students through transfer level courses and transfer but the program is in its early phases
b.   In each quarter since we began, the counselors have visited EWRT, READ, and ESL classes and invited students to come in for appointments. This approach has been so successful that we already have more students seeking appointments than can be accommodated
c.   The key challenges will be have greater demand for service than our capacity to meet it and establishing easily measured outcomes

   2. **Describe one or two accomplishments the college has achieved to date on this key element.**

The mathematics department has implemented multiple measures for placement, which includes a placement test and GPA from high school transcripts. The successful Math Performance Success (MPS) program, that takes students with a history of non-success is mathematics placing into beginning algebra through transfer-level mathematics in one year has been scaled up from 7 sections in Fall 2016 to 12 sections in Fall 2017. The mathematics department offers Statway, an integrated algebra and statistics course, taking students placing two below college level through a transferable course in 2 quarters, shortening the time spent in the developmental mathematics sequence. Also in English, we are piloting: 1) a EWRT 211, READ 211, and EWRT 1A integrated accelerated class which enables students to complete both courses in one term; 2) an internal yearlong cohort, where students move together with the same instructors and peers through EWRT 211 to EWRT 1A to EWRT 2. Our cohort programs (Puente, First Year Experience, Umoja) also have internal yearlong cohorts that move students from completion of basic skills to transfer level courses. In place for many years now, we have also had Learning Communities (LinC) linked courses which also increase student success in basic skills to transfer level courses, such as integrated Reading and Writing courses (LART 200 and LART 211) and also LinC courses that couple

transfer level GE courses with transfer level writing (EWRT 1A) as well as ESL courses.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Adequate funding is always a challenge. The scaling up of the Math Performance Success program was due to a large grant, and it is unclear what will happen when that grant runs out. Professional development for instructors is also necessary. Lack of sufficient full-time instructors to help coordinate the programs and support and mentor newer faculty (including part-time faculty) is a barrier. LinC courses are not consistently offered (they depend on instructor availability and willingness to coordinate and teach). Additional work and time required of faculty to coordinate and collaborate can be a barrier for greater faculty participation, especially adjunct faculty participation.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**

8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal	○ College is currently not providing or planning to provide clear program requirements for students.	X Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

completion and enhanced access to relevant transfer and career outcomes).				

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

The college does provide some of this information for students. Some, but not all, CTE and other academic programs and departments have mapped out sequencing for their programs of study. Communication for the sequencing is not widely published. Most divisions and departments do give consideration to scheduling sequence courses so as to meet student demand, but this is not done consistently across all divisions. This would be one area--developing clear sequencing and scheduling--that would be beneficial across the college.

Additionally, in most departments courses are offered at times to help enable program completion. Enrollment data is used for scheduling classes and class sections are offered or cancelled based on trends seen in enrollment data.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**

Several CTE programs have mapped out program sequencing to facilitate completion. These programs (such as Auto Tech, Child Development, Environmental Sciences, Health Technologies, Film/TV, and Graphic Design) have developed "stacked" certificate and degree pathways that move students effectively through earning a certificate and then earning additional units to complete their degrees. Most programs have clearly defined prerequisites (established through the curriculum review process) which is communicated to students so their entryway into the course sequencing and course completion pathways is evident.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Program sequencing is not widely mapped out and/or communicated in other instructional departments and divisions for counselors to use for counseling students. We must get faculty to see that this type of work is important and that it will require cross-disciplinary efforts. Getting faculty to meetings to discuss this will be challenging. Who should be involved? How will we compensate them for this type of work and their time? Department scheduling processes must also be addressed/revised in order to facilitate how these interdependent pathways and sequencing should be developed. Another reason campuswide program sequencing should be established and communicated is to make the use of EDU NAV for educational planning effective, and also to help students use their awarded

financial aid more efficiently and effectively towards completion of their goals.

4. **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

KEY ELEMENT	IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.			
	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale

| 9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services. | ○ College is currently not implementing or planning to implement proactive and integrated student supports. | **X** The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and | ○ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports. | ○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports. |

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Proactive and integrated technologically assisted support is underway with the implementation of Starfish. While student cohort programs such as Math Performance Success (MPS), First Year Experience (FYE), Puente, and Umoja have integrated and proactive student support that are well-coordinated between those programs' faculty and counselors, there is a strong need for more robust collaboration between support services staff, counseling faculty and instructional faculty across campus.

2. Describe one or two accomplishments the college has achieved to date on this key element.

After ten years of existence/development, Math Performance Success (MPS) is in full scale with assigned instructors, program specific tutoring,and dedicated counselors available to support the program. The college is also scaling up division dedicated counselor support with the following divisions: Biological Health and Environmental Sciences (BHES); Physical Sciences, Math, and Engineering (PSME); Language Arts, (LA); and Business and Computer Information Systems (Bus/CIS) with integrated departmental counseling, embedding counselors within those departments. The area of Online Education is thriving and working well, in terms of support for instructors' and students' use of Canvas as a course management system.
The pilot of the Starfish program is encouraging and should be expanded to include messaging to other student services such as Financial Aid and Student Success Center tutoring services. The proposed new software for financial aid will hopefully also bring better student support in that area.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
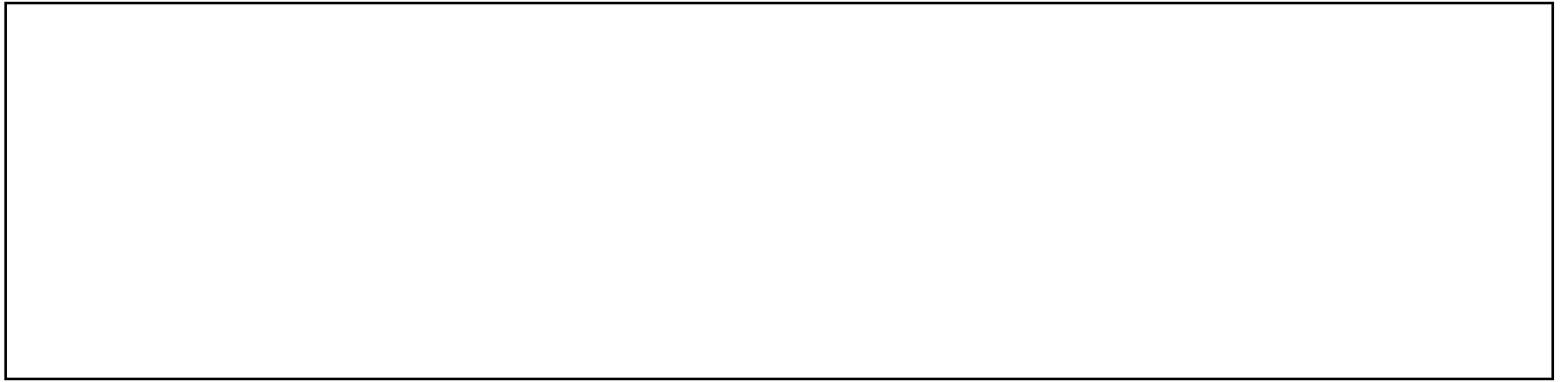Campuswide communication and sharing of information, resources, processes, policies, and procedures used and followed in

departments and divisions is a considerable challenge. Thus, students can be given conflicting advice and get lost in the system. The ratio of counselors to students in some departments is too small and we desperately need more counselors. Centralized location of counselors would improve student services with collaboration/sharing ideas/input. Understaffing, in particular Classified staffing, and budget limitations, are challenges to designing and implementing proactive and integrated academic and student supports.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

    Classified professionals need their experience and expertise to be part of the Guided Pathways planning and implementation process earlier in order to successfully champion student support at their points-of-contact with students.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early	○ College currently does not have or plan to build an integrated technology infrastructure.	X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes**:** career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

alert system, etc.)				
• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others				

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

De Anza has already been utilizing Banner and DegreeWorks for over seven years and has the technology infrastructure in place to scale. The College has recently begun piloting new software tools like Starfish and EduNav which will enhance our existing efforts to support students from entry to completion.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**

With continuous fine-tuning and updating over the past seven years of implemenation, the DegreeWorks tool has become a generally very helpful for students in planning and progressing on their educational plans.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Moving forward, campuswide awareness of new technological tools and programs, as well as training and full implementation, will be big, but not insurmountable, challenges. In particular, training and rollout of new technological tools have been launched without sufficient staffing and with an unrealistically rapid timeline for full implementation. Hopefully, with each subsequent rollout, lessons learned from previous rollouts will be applied for smoother implementation.

A big challenge is that understaffing can result in an infrastructure that is vulnerable to breaking down at single points of failure. For example, when there is one designated person to run a technology tool or process, and if that person cannot be available, then the process can quickly become significantly backlogged while backfill staffing is secured and stabilized.

Rollout plans for campus wide integration of Starfish, where instructional faculty and counselors will be trained and onboarded to

maximize the positive impact of Starfish, is still in the initial stages.

Consistent and regular system maintenance is also an important consideration as we move forward. Consistent and regular system maintenance is also an important consideration as we move forward.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

KEY ELEMENT	IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.			
	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale

11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	X Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	X Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve

			staff to refer students to academic and non-academic supports and services as necessary. ● Improvements in those college processes directly serving students. ● Leadership capacity and stability for all areas on campus and the college as a whole. ● Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	teaching and learning ● Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. ● Improvements in those college processes. directly serving students. ● Leadership capacity and stability for all areas on campus and the college as a whole. ● Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. ● Continued broad engagement in cross-functional decision-making. ● Regular and consistent training on the use of technology to support academic programs and student services.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

There are many Professional Development offerings at De Anza, although primarily faculty-centered. The classified professionals feel hindered to be able to attend trainings, due to workloads, coverage, and support from management.

Academic Senate Rating: Between Early Adoption and Scaling in Progress.
There is some guidance on using learning outcomes assessment results to support/improve teaching and learning (the first bullet point under "Scaling in Progress"), practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need (the fifth bullet point under "Scaling in Progress"), via the SLO Assessment Cycle and Program Review. However, not all faculty participate in SLO Assessment and Program Review. Many faculty's participation is limited to at most several courses for SLO Assessment, and most faculty do not participate in or see the larger picture of SLO and PLO Assessment Cycles in their departments. Program Review may involve input of a small number of faculty leaders in the department.

2. Describe one or two accomplishments the college has achieved to date on this key element.

* De Anza has an Office of Professional Development which serves faculty and staff, a Technology Training Specialist, and two Instructional Designers for online education. The Office of Professional Development provides employee orientation and workshops throughout the year. Technology training is also scheduled and several workshops and open lab sessions are provided each term. The Online Education Center provides training and support in various formats every term. While the primary focus is instruction, classified professionals are starting to explore using the course management system.
* The annual FHDA Classified Professional Development Day is geared to both the campus mission and the district mission, develop support networks for classified professionals and serve students.
* The campus-wide SLO Convocation is held annually every Spring term. Faculty are the main audience and departments are encouraged to use this flexday opportunity to discuss and update SLO Assessments.
* There is a newly hired FT Director in the Office of Professional Development (faculty) who serves the campus along with the Senior Program Coordinator (classified). It is exciting to have a full time permanent leadership team in place.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The majority of the professional development is centered on teaching and learning and as such, is faculty-centered. There is a continual need for more professional development for classified employees, to support cultural competency and responsiveness, especially to our underrepresented students, and also to empower them to be more proactive in helping students feel nurtured, connected, directed, focused, and supported. Incentivizing faculty to participate in professional development is a challenge when their contractual obligation focuses primarily on teaching (for FT and PT faculty) and department or campus service (for FT faculty). Classifieds face the participation barriers of heavy workloads, lack of coverage when they step away from their areas to participate in professional development, and varying levels of support from supervisors.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**

| 12. ALIGNED LEARNING OUTCOMES

(Ensure Students are Learning)

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals. | ○ College is currently not aligning or planning to align learning outcomes. | ○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessments are not linked with professional development or changes to the course or program content. | **X** Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content. | Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content. |

1) Please briefly explain why you selected this rating:
We have SLO's, PLO's, and the infrastructure with an SLO core leadership team and SLO leads in each department and division.
Some areas report high levels of compliance with SLO work, and some also are appropriately revising teaching and curricula to reflect learning from assessment data.

2) Describe one or two accomplishments the college has achieved to date on this key element:
        Creation of SLO team, infrastructure, processes, and website including a quarterly SLO newsletter with updates and weekly SLO office hours held in the Academic Senate office, and an annual SLO Convocation.
        Assessments are used to evaluate the Programs within the Program Review Process in the Instructional and Student Services Planning and Budget Teams.

3) Describe one or two challenges or barriers that you anticipate may hinder progress on this key element:
   • Enforcement and accountability of full-scale SLO Assessment completion in a timely manner for accreditation review.
   • For faculty, the lack of incentive to assess leads to feeling that this is another administrative burden, generating disinterest in participation
   • The SLO/PLO and Program Review workload seems to increase over time and this process can feel overwhelming at times.
   • Part Time faculty feel excluded from the conversation surrounding outcomes.

4) Comment (optional): Is there any additional information that you want to add that is not addressed sufficiently in the questions above?

There is a disconnect between students and the assessment process, in terms of gathering student feedback and assessment about the course and its effectiveness in helping them to achieve SLOs. Currently, student input/evaluation focuses on instructor evaluation, not course or SLO evaluation.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	X Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

in their programs.				

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   We have established an SLO/PLO assessment cycle and process that has become culturally embedded in the instructional and student service areas. The campus SLO Committee has also developed a customized very solid TracDat (now called Improve) online database/platform for SLO/PLO entry and updates.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   Annual SLO Convocation Flex Day is organized by our SLO committee and is held every Spring with campuswide division participation. SLO and PLO assessments are being used to evaluate the programs within the Program Review process in the Instructional and Student Services Planning and Budget Teams.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   Student input on SLO is currently not part of our SLO process; student evaluations currently focus on evaluating instructors rather than the SLOs. For the purpose of Guided Pathways, student assessment of the course's effectiveness in helping them achieve the SLO would be valuable. Many faculty, especially adjunct faculty, do not directly participate in creating or evaluating SLOs and PLOs. Classified staff are also excluded from the PLO assessment process. Some SLO and PLO assessments are not completed in a timely manner.

   4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the

questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	X Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

The Student Success Center (tutorial programs) employ and train a large number of students as individual and group tutors. Faculty teach tutoring classes for which student tutors-in-training earn college credit and gain tutoring experience.

Career and Technical (CTE) programs such as Journalism, Automotive Technology, Environmental Studies, Massage Therapy, Child Development, and Health Technology programs, offer students courses with industry and/or production-oriented applied learning.

Creative Writing offers courses for students to edit and produce the annual national and student editions of "Red Wheelbarrow," a faculty-supervised, student-run publication that has been produced annually at De Anza since 1976.

The Vasconcellos Institute for Democracy in Action (VIDA) Office supports civic engagement and service learning opportunities for courses across campus, and assists with identifying civic engagement service learning courses in the online course schedule. VIDA also hires and trains student interns to coordinate and work on campus and community civic engagement projects.

Office of Outreach, Student Success and Retention Services (SSRS), Latino/a Empowerment At De Anza (LEAD) and IMPACT AAPI mentor and employ students to work as student ambassadors to high schools and/or serve as peer mentors for the cohort programs.

Political Science faculty coordinate the Public Policy School, and California Campus Camp, programs with a high degree of applied and contextualized learning in legislative and community advocacy.

2. **Describe one or two accomplishments the college has achieved to date on this key element:**
   - Certain Professional Career and Tech programs are model programs for this initiative. For example, Automotive Technology and Health Technology programs.
   - The VIDA Office provides civic engagement and service learning classes.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Due mainly to understaffing, many of the aforementioned programs are in silos. Communications and information regarding these programs and their activities are not fed out widely throughout the campus, as the program faculty and staff work beyond capacity to run the courses and programs.

In addition, scaling up lab and studio learning opportunities faces challenges that include safety, logistics, and expenses, and these challenges limit lab and studio course offerings. Because of restricted lab sizes due to regulatory body mandates, this impacts productivity and teaching loads. Combination lecture/lab courses offerings are also limited due to complications of

scheduling and load factors.

ADDITIONAL QUESTIONS (500 word maximum per item)

1. **Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?**

   ○ Pre-Adoption
   X Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:

Overall, we are in Early Adoption and moving into the Scaling category. We are in Early Adoption in many items, and well positioned to advance in a substantive and sustained manner. We are in Full Adoption phase on Key Element #13, Assessing and documenting learning outcomes. We need to build up more campus wide awareness as well as understanding of Guided Pathways and why it might benefit our students and make access to services and resources much more accessible and equitable. We need to ensure that Guided Pathways is truly integrating and more effectively connecting what we already currently do well and encourage and motivate staff and faculty to see and buy-in to the larger goal. We see the potential to be creative, collaborative, and innovative in exploring and implementing solutions to help overcome institutional barriers to student progress.

2. **What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:**

   Next, we need to create the core team to lead the college Guided Pathways framework and set the goals for the

Implementation plan due in March 2017. We need to create dedicated and compensated time to have campuswide participation and buy-in from classified professionals and faculty for coordination, collaboration and professional development work, particularly given we are at a time when significant budget cuts due to changing enrollment trends is evident.

More incentivized and success factor focused professional development for faculty and classified professionals is always needed. We need additional customer service professional development to help frontline classified professionals be more intentional and mindful in how they help students, especially when students are feeling discouraged, confused, or frustrated, and/or they themselves may not be clear on what they need from them at that moment to progress in their educational goals. We have the framework for this training and can work towards implementation now with a fully staffed Office of Professional Development.

We need more frequent coordination, collaboration, problem sessions, and communications between student services and instruction to ensure that we are providing students accurate information, support, and the full range of options available, based on their educational goals.

3. **Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.**

4. **Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?**