



PLAN. INVEST. TRACK.  
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 14, 2018, 11:33 PM PDT

## De Anza College - Guided Pathways

### Description

**COLLEGE:** De Anza College  
**PLAN TIMEFRAME:** Spring 2018-Summer 2019  
**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

### Project Contacts

|   |   |  |
|---|---|--|
| <b>Point of Contact</b><br><br><b>Karen Chow</b><br>Academic Senate President<br>chowkaren@fhda.edu<br>408-864-8358 | <b>Point of Contact</b><br><br><b>Karen Chow</b><br>Academic Senate President<br>chowkaren@fhda.edu<br>408-864-8358 | <b>Alternate Point of Contact</b><br><br><b>Lorrie Ranck</b><br>rancklorrie@deanza.edu |
|---|---|--|

### Certifying Contacts

|  |   |
|--|---|
| <b>Chancellor/President</b><br><br><b>Brian Murphy</b><br>murphybrian@fhda.edu | <b>President, Academic Senate</b><br><br><b>Karen Chow</b><br>Academic Senate President<br>chowkaren@fhda.edu<br>408-864-8358 |
|--|---|

### Timeline

| KEY ELEMENTS                                 | SPRING 2018 -<br>SUMMER 2019 | FALL 2019 -<br>SUMMER 2020 | FALL 2020 -<br>SUMMER 2021 | FALL 2021 -<br>SUMMER 2022 |
|--|------------------------------|----------------------------|----------------------------|----------------------------|
| <b>INQUIRY (1 - 3)</b>                       |                              |                            |                            |                            |
| 1. Cross Functional Inquiry                  |                              | ✓                          | ✓                          | ✓                          |
| 2. Shared Metrics                            |                              | ✓                          | ✓                          | ✓                          |
| 3. Integrated Planning                       |                              | ✓                          | ✓                          | ✓                          |
| <b>DESIGN (4 - 8)</b>                        |                              |                            |                            |                            |
| 4. Inclusive Decision-Making Structures      |                              | ✓                          | ✓                          | ✓                          |
| 5. Intersegmental Alignment                  |                              | ✓                          | ✓                          | ✓                          |
| 6. Guided Major and Career Exploration       | ✓                            |                            |                            |                            |
| 7. Improved Basic Skills                     | ✓                            |                            |                            |                            |
| 8. Clear Program Requirements                | ✓                            |                            |                            |                            |
| <b>IMPLEMENTATION (9 - 14)</b>               |                              |                            |                            |                            |
| 9. Proactive and Integrated Student Supports | ✓                            |                            |                            |                            |
| 10. Integrated Technology Infrastructure     |                              | ✓                          | ✓                          | ✓                          |
| 11. Strategic Professional Development       |                              | ✓                          | ✓                          | ✓                          |
| 12. Aligned Learning Outcomes                |                              | ✓                          | ✓                          | ✓                          |
| 13. Assessing and Documenting Learning       |                              | ✓                          | ✓                          | ✓                          |
| 14. Applied Learning Outcomes                |                              | ✓                          | ✓                          | ✓                          |

### Inquiry

#### 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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## 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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## 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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

## Design

### 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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

### 5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

### 6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** •Explore evidenced based possibilities for scaling up and multiple ways of delivering (e.g. online, noncredit, etc.) tailored CLP courses for various degree pathways, as well as

COUN 50 Introduction to College •Explore corequisite model for Orientation and CLP or Intro to College classes •Determine how to incentivize faculty/department collaborations with counseling, advising and other student services to scale major and career exploration early on in a student's college experience

**EXISTING EFFORTS:** 4- and 2-unit transferable Career Life Planning (CLP) Courses •Degreeworks—currently tracks educational plans, IGETC and CSU GE progress, and degree and certificate

completion •Associate Degree for Transfer (ADT) website •ASSIST.ORG –used to look up major requirements for specific all CA UC's and CSU's •CTE Programs' Introduction to the Industry/Field courses/curriculum •COUN 50—Introduction to College course to connect students to student services such as Financial Aid and Student Life

**MAJOR OUTCOMES:** •Tailored curriculum is being developed and going through shared governance and curriculum process •Corequisite model is actively discussed, data is reviewed and models considered •Departments/Faculty and student service areas are meeting, collaborating and partnerships are forming

### 7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** •In consultation with: Articulation Office, Assessment Office, Disabled Students Services (DSS), Student Success and Retention Services (SSRS), EOPS, Institutional Research,

Admissions and Records, and Student Services, faculty leaders in Math, English, Reading, and ESL will determine assessment and placement practices and course pathways from lowest level through transfer level to be in compliance with AB 705 by Fall 2019. •Utilizing institutional data regarding our disproportionately impacted students and in consultation with: Articulation Office, Assessment Office, Disabled Students Services (DSS), Student Success and Retention Services (SSRS), EOPS, Institutional Research, Admissions and Records, and the Student Success Center (tutorial services), Faculty leaders in Math, English, Reading, and ESL will determine if/what corequisites and other curricular and student services student supports are needed to guide student success through the transfer level class based on high impacted practices •Review and consider cross-district practices for access and success with Foothill College •Counselors, Evaluators, and other Student Services and Academic Support Services areas will be informed of department-approved changes made to assessment, placement, and course pathways from lowest level through transfer in Math, English, Reading, and ESL

**EXISTING EFFORTS:** •Math, English, ESL, Reading Department Faculty – responsible for establishing assessment and placement processes as well as course pathways and curriculum. •LinC

Program—coordinates integrated English and Reading basic skills (LART) classes •MPS Math Performance Success Program •Statways Math pathway • Student Success Center (tutorial services)—peer tutoring, skills workshops •Student Services and Retention Services (SSRS) •REACH—Student Success Cohort for Athletics •Extended Opportunities Programs and Services (EOPS) Institutional Research Office—Basic Skills to Transfer student success data Outreach Office De Anza Common Assessment Initiative/Multiple Measures Committee –Chaired by Assessment Director Equity Plan and Framework

**MAJOR OUTCOMES:** •Math, English, Reading, and ESL assessment and placement practices and course pathways from lowest level through transfer level will be in compliance with AB 705 by Fall 2019 •In collaboration with the Academic Services & Learning Resources Division and the Equity and Engagement Division, and all Student Services, Math, English, Reading, and ESL will implement corequisites, if determined necessary, or other evidence-based approaches to guide student success through the transfer level class •Similar, comparable or complementary cross-district approaches with Foothill College •Counselors, Evaluators, and other Student Services such as the Office of Outreach will update their student recruitment, student advising, and student transcript review information and processes to be in alignment with changes made to assessment, placement, and course pathways from lowest level through transfer in Math, English, Reading, and ESL.

### 8. CLEAR PROGRAM REQUIREMENTS

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

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** •Dialogue with Guided Pathways leadership teams at other institutions (e.g. Skyline) to learn strategies for how to engage campus-wide participation in inquiry dialogues

grounded by the campus equity framework, educational master plan and other strategic initiatives •Consult with shared governance groups, Instructional and Student Services Deans, Division Schedulers, Districtwide groups and Student Body Government leaders on how to actively engage dialogue from all constituents

**EXISTING EFFORTS:** Degreeworks AA/ADT/CTE/certificate pathways IGETC/CSU GE Patterns Transfer Center Articulation Office Department Faculty Chairs Academic Senate Student Senate

Instructional Division and Student Services Deans Student Voices Summit (being held by Social Sciences and Humanities Division) Districtwide committees and events (eg convocation, opening day) Equity Plan and Framework General Counseling Embedded Counseling

**MAJOR OUTCOMES:** •Dialogue with GP leadership teams from other campuses by Summer 2019 •Faculty, Students, Classified Professionals, and Administrators are actively engaged in Inquiry Dialogues about Guided Pathways Pillars and ways to implement on campus

**Implementation**

**9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS**

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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** •Learn about more/continued ways of messaging students, including the use of texting students' cellphones to communicate with students •Identify ways to actively engage

instructional faculty, administrators, staff, as well as Instructional and Student Services faculty, and students in Inquiry Dialogues about proactive, integrated, equitable, and embedded approaches for supporting students •Determine ways to promote greater understanding of and collaborative opportunities among campus services and capacities among faculty, staff •Develop understanding regarding the use of SARS (or other software tool) to track students' use of campus services •Explore service excellence training opportunities, equity-based professional development options, and incentives for participation by student services and faculty

**EXISTING EFFORTS:** •Degreeworks •Starfish—is used as an online early alert system •Integrated BSI/SSSP/SE planning committee •SARS—used for tracking students' use of services in A&R and

other service areas •MyPortal •Equity Office •Professional Development Office

**MAJOR OUTCOMES:** •Increased effectiveness of messaging students •Faculty, staff, administrator and students are actively participating in Inquiry Dialogues about proactive, embedded, equitable, and integrated approaches to student support •Ongoing dialogues to promote greater campuswide understanding of services, capacities, and campus strategic initiatives •Identify barriers and implement training for use of SARS (or other software tool) to track students' use of all campus services •Active and sustained participation in Service Excellence training, professional development opportunities directly tied to the equity framework by staff and faculty

**10. INTEGRATED TECHNOLOGY INFRASTRUCTURE**

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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

**11. STRATEGIC PROFESSIONAL DEVELOPMENT**

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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

**12. ALIGNED LEARNING OUTCOMES**

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.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

**13. ASSESSING AND DOCUMENTING 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 in their programs.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

**14. APPLIED LEARNING OUTCOMES**

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

**This item will not be addressed in the current time period. Please refer to the timeline above for more information.**

**Performance Indicators**

**PARTICIPATION**

**KEY PERFORMANCE INDICATORS**

**CURRENT KPI DATA**

Average number of credits attempted in year one

34.82836813

## KEY PERFORMANCE INDICATORS

## CURRENT KPI DATA

| KEY PERFORMANCE INDICATORS  | CURRENT KPI DATA |
|---|------------------|
| Average number of degree-applicable credits attempted in year one | 27.66873278      |
| College-level course success rate                                 | 0.778672         |
| Full-time students  | 3650             |
| Number of students  | 5047             |
| Persisted from term one to term two                               | 3964             |

## TRANSFERRABLE MATH &amp; ENGLISH COMPLETION

## KEY PERFORMANCE INDICATORS

## CURRENT KPI DATA

|   |      |
|---|------|
| Successfully completed both transfer-level English and math in year one | 971  |
| Successfully completed transfer-level English in year one               | 1921 |
| Successfully completed transfer-level math in year one                  | 1447 |

## FIRST TERM MOMENTUM

## KEY PERFORMANCE INDICATORS

## CURRENT KPI DATA

|   |      |
|---|------|
| Attempted 15+ college credits in first term           | 1602 |
| Successfully earned 12+ college credits in first term | 1231 |
| Successfully earned 15+ college credits in first term | 470  |
| Successfully earned 6+ college credits in first term  | 2333 |

## Budget Totals

Total Budget

**\$377,998**

| Code   | Amount           | Percent of Budget |
|--|------------------|-------------------|
| 1000 - Instructional Salaries                | \$104,348        | 27.61%            |
| 2000 - Non-Instructional Salaries            | \$69,566         | 18.4%             |
| 3000 - Employee Benefits                     | \$52,884         | 13.99%            |
| 4000 - Supplies and Materials                | \$56,700         | 15%               |
| 5000 - Other Operating Expenses and Services | \$94,500         | 25%               |
| <b>De Anza College Total</b>                 | <b>\$377,998</b> | <b>100%</b>       |

## Efforts & Support

**EFFORTS:** De Anza College is using HS data/GPA in assessment/placement for English, Math, Reading, and ESL. For more details about how the HS data/GPA is used in assessment/placement, please contact our Assessment Director, Casie Wheat, wheatcasie@fhda.edu.

**CHANCELLOR'S OFFICE SUPPORT:** •Maintain the stated commitment to having Guided Pathways inquiry, design, and implementation be a completely locally driven and determined process. •Enable all Workplans to be editable works-in-progress that can be changed and updated, especially since community colleges and districts are engaged in budget cutting measures due to declining apportionments. •Release the funds in a timely manner, so that colleges can allocate the funds per their Workplan timelines. •Advocate for more state legislature allocations to the CCCC for colleges' Guided Pathways work and progress.

## Certification

### CHANCELLOR/PRESIDENT

**Brian Murphy**  
murphybrian@fhda.edu

**APPROVED**

**Mar 31, 2018**

### PRESIDENT, ACADEMIC SENATE

**Karen Chow**  
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408-864-8358

**APPROVED**

**Mar 31, 2018**

