**Why Guided Pathways at De Anza?**

The goals and benefits of Guided Pathways for students are clearly messaged by the state Chancellor's Office:

"The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience."
http://cccgp.cccco.edu/About-Guided-Pathways

In addition, students can benefit from participating in Guided Pathways inquiry, design, and implementation dialogues and planning by building communication and leadership skills, and having their experiences heard and validated by the campus community.

**But what are the potential benefits of deep campuswide engagement in participating in Guided Pathways' three phases?**

The three phases include:
1) Inquiry phase:

       A) Internal dialogues bringing together a mix of constituents and stakeholders (faculty, students, staff, administrators) ACROSS and WITHIN Academic and Student Services Areas and Divisions to map and better understand students' ACTUAL experiences and pathways from entry to exit (application, assessment, orientation, planning, registration, course-taking and career exploration, access/use of student services and campus resources, participation in non-curricular De Anza activities and community, academic progress reports, and educational goal progress/completion). Also, in these internal dialogues, understand what we're already doing and what is working well.

       B) Visits & External dialogues with other CCCs such as Skyline who are well into Implementation phase to learn more about how they set up/structured their GP Inquiry and Design process.

2) Design phase:

       Designing more aligned processes and more effective communications between all offices/programs that interface with students, so that students can more efficiently and directly access services and get what they need to progress along any part of their student experience.

       Designing curricular pathways and groupings of courses, degrees, certificates, programs, and academic support services to help students more clearly navigate how to access and build an academic support system to reach their goals, whether transfer, certificate &/or degree-focused, Career/Technical workforce training/certification, &/or other goals.

Coming up with an identity/nomenclature for Guided Pathways that campus constituents can "buy into," and makes the college welcoming for current students and potential students.

3) <u>Implementation phase:</u>
Building the components for rolling out and explaining Guided Pathways clearly for students, the community, & campus employees.
Messaging, Marketing, Website, Professional Development,

**Potential Benefits for Faculty:**
- better understanding Student Services offices and programs helps individuals to more effectively direct students to services
- working within and across departments and divisions (and with industry where applicable) to build curricular pathways can develop clearer understanding and coordination and connection of courses/pedagogy to meet high school preparation, career technical education/workforce, and transfer institution requirements
- working within and across departments and divisions to build curricular pathways gets individuals out of their department and division silos and builds campus community

**Potential Benefits for Administrators:**
- All of the above, plus
- engaging with faculty, classifieds, and students in the Inquiry, Design, and Implementation of GP gives administrators more opportunities to engage with these constituents in a way that is "proactive" and "visionary" rather than "reactionary."

**Potential Benefits for Classifieds:**
- All of the above, plus
- engaging in Guided Pathways inquiry, design, and implementation can enable more classifieds' expertise and labor to be less "invisible" to students, faculty, and administrators