

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

1. How does the department use data to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

Guided Pathways at De Anza College uses data to constantly improve its programs, making sure we support students' academic, professional and social growth. We track information like enrollment patterns, retention rates, and success metrics to see what's working and where we need to make changes. Feedback from event polls, often managed by the Communications team, helps us spot successes and areas for improvement. For example, our Welcome Day program has evolved over the past four years thanks to this feedback, allowing us to better meet student needs and show our commitment to their success.

We also provide tailored support for diverse student groups by identifying those who need extra help and offering resources like academic support, workshops, counseling and social activities. This approach is part of a continuous improvement cycle, using data from sources like SARS and student intern research to keep enhancing our programs.

Our institutional researcher, Mallory Newell, regularly reviews SARS data to assess how well Guided Pathways services and Village programs are working. This analysis helps us make necessary adjustments to improve the program's overall effectiveness. By using data to guide our decisions, Guided Pathways ensures that De Anza College stays responsive to changing student needs and educational priorities.

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B. Non-Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

Non-instructional faculty in Guided Pathways rely on various data sources to improve support services. We gather feedback through surveys and focus groups to understand student needs and experiences. Data from SARS and other assessments help us track how many students use our services and where we might make improvements.

To: Guided Pathways: From: Mallory Newell, Office of Research and Planning Date: 6/14/2024
Subject: Fall 2023 and Winter 2024 Village Center Demographics

Overview: De Anza implemented six Village Centers aligned with each meta major in spring 2023. Each Village Center [. . .] offers various events throughout the year. This report provides an overview of the demographics of students who visited a village center in fall 2023 or winter 2024.

Methodology: Student ids were provided to the research office by the Guided Pathways team. Ids were matched to fall and winter enrollment. This resulted in 1,148 matches out of 1,260 for the two terms combined, for a match rate of 91%. The count of students represents unique student counts.

- Students tend to visit the villages to relax, followed by a workshop or event.
- BF and PST have the highest rates of students attending office hours in their village.
- HLS has the highest rate of students seeing a counselor in their village.
- PST and SSH have the highest rate of students studying in their village.
- A small rate of students across villages are visiting to receive support services.

Other Outcomes of Data Tables available here:

<https://www.deanza.edu/ir/research/programs/Fall2023Winter2024Demographics.pdf>

This information guides us in developing new workshops, counseling services, or other support tailored to current needs. By regularly analyzing this data, we can adjust our strategies and resources to keep up with changing priorities and effectively support our students.

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C. Instructional and Non-Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan?

The request for a permanent Guided Pathways Faculty Coordinator fits perfectly with the college's Educational Master Plan and Guided Pathways goals, as well as the State Chancellor's Vision 2030.

This permanent faculty position will strengthen both outreach and retention through integrated academic and student services. The position will be responsible for maintaining Village programs and transfer maps, requiring focused attention on legislative changes, curriculum updates, and articulation agreements. The faculty member will work closely with counselors, the Curriculum Office, and the Articulation Officer to ensure program requirements are current and accessible.

A permanent position will enable a faculty member to integrate Villages and Guided Pathways efforts in ongoing outreach methods in partnership with Outreach Office, thereby improving the college's ability to attract a diverse range of students, including those from historically underrepresented groups.

Student retention will significantly improve through this position's focus on mentoring and advising. The faculty member will develop and implement student-centered practices that enhance persistence and success. By integrating academic and support services, they will ensure programs adapt to both student needs and legislative requirements. Their full-time commitment will allow for data-driven program refinement and sustained collaboration with key initiatives like Rising Scholars, Learning Communities (LinC), and Open Educational Resources (OER).

Permanent faculty will incorporate community-focused projects into Guided Pathways and vice-versa, fostering students' engagement with social responsibility and community issues. They will help better address racial and ethnic institutional disparities.

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2. How does this request align with the College's Equity Plan Re-Imagined?

The request for permanent faculty aligns closely with De Anza College's Equity Plan Re-Imagined by addressing key aspects of racial equity and student success factors.

Permanent faculty will be integral in recognizing and addressing the realities faced by students of color. Their sustained presence will allow them to observe, research, and deeply understand the impacts of institutional racism on educational access and success. By developing an intersectional understanding of how race and ethnicity affect educational experiences, permanent faculty will contribute to creating more equitable educational practices and fostering a more inclusive environment for disproportionately affected students.

Permanent faculty will also enhance students' sense of connection to the college by building strong, supportive relationships through their involvement in Guided Pathways programs and Village Center activities. For example, their participation in activities like the language cafe models student equity and explores and explains power dynamics based on language learning, acquisition and mastery. Their consistent presence and the support of the Village Centers will help students set and achieve academic goals, participate in activities, and stay engaged with their studies. Additionally, permanent faculty will have more time to provide ongoing encouragement and recognize student contributions, which are crucial for maintaining motivation and fostering a sense of belonging.

Embedding permanent faculty within the Guided Pathways framework will stabilize the program, thereby ensuring that equity-focused practices are consistently applied and continuously improved. Their long-term roles will support the ongoing development of tailored support for diverse student groups and help refine equity-focused programs such as The Guided Pathways Interns and Ambassadors, Student Mentors, Learning in Communities (LinC), Open Educational Resources (OER), and Rising Scholars. This approach will ensure that the college remains committed to addressing long-standing equity gaps and supporting student success in a meaningful and sustainable way, including enhanced integration of Academic and Student Services.

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3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities?

Guided Pathways at De Anza College makes use of data to develop, adapt, and improve its teaching, learning, and support services to better meet student needs and respond to changing environments and priorities.

To develop and adapt programs, we analyze data on enrollment patterns, retention rates, and success metrics. This helps identify trends and areas that need support, guiding the creation of new programs and the improvement of existing ones. For instance, having a full-time faculty member dedicated to this effort could streamline the alignment of class schedules across departments, easing completion of their degrees or certificates. Additionally, feedback from post-event polls, intern research, and regular activity surveys provides valuable insights into the effectiveness of workshops and events. A dedicated faculty member can use this data to further refine and enhance this student-centered program.

Data from sources like SARS, student intern research, and onsite assessments helps pinpoint students who need assistance, leading to tailored academic support, workshops, and counseling, ensuring that resources are aligned with student needs. Data reviews by institutional researcher Mallory Newell also assess the effectiveness of Guided Pathways services and Village programming. A full-time employee would ensure that these evaluations are ongoing and that adjustments keep academic events and support services responsive and effective.

This data strategy allows for quick adjustments to plans and support mechanisms, helping align Guided Pathways initiatives with institutional goals and state priorities, such as those outlined in AB 928, for which the College is now using the Guided Pathways transfer maps.

As AB 928 continues to shape transfer requirements, maintaining these maps is a permanent institutional responsibility that requires dedicated faculty attention. The use of data ensures that Guided Pathways at De Anza remains effective and aligned with broader educational objectives; having a dedicated full-time faculty member is essential to maintain this.

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4. How does the position support on-going and/or student success?

Permanent faculty in the Guided Pathways program play a crucial role in boosting student success. They develop and run community-focused projects; maintain and update transfer maps; coordinate Village Centers and similar programs; and, create supportive and stable environments to meet diverse student needs.

They will provide academic advising and mentoring, building strong relationships with students and offering tailored guidance throughout their academic journey. Acting as liaisons to counseling services, they will bring in experts for individual support or workshops, helping students set realistic goals, overcome challenges and stay on track. Faculty will also refer underserved students to resources like mental health services, ensuring comprehensive support for both academic and personal success.

Additionally, permanent faculty will lead workshops and events that support academic learning, professional development, and social growth. They will plan and execute activities based on data and feedback, enhancing the overall quality of the Guided Pathways program.

Students eligible for student ambassador or intern teams benefit from initiatives aimed at academic and professional growth, gaining invaluable guidance, hands-on experience, and networking opportunities. Leading peer workshops provides leadership skills and fosters a strong sense of community, essential for student persistence and retention.

Interactions with guest speakers enrich educational experiences and improve communication and professional skills. The mentoring plan includes transfer assistance and professional development resources like resume writing and interview preparation, boosting employability. These efforts create a robust support system, keeping students motivated and committed to their studies, fostering a sense of belonging and community.

A permanent faculty leader ensures the overall quality of the Guided Pathways program and provides students with valuable growth and development opportunities, including professional development.

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5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

A faculty position in Guided Pathways is crucial for keeping the program going and growing, especially as grant funding wraps up. Having a permanent employee ensures that Guided Pathways will keep getting the support it needs. This role is key for maintaining the program's momentum and adapting it to meet changing student needs and institutional goals. It provides stability and continuity, helping the program to sustain its efforts and expand effectively.

The faculty member will be instrumental in organizing and coordinating courses across different disciplines to help students meet their academic and career goals. By aligning class schedules and working with various departments, they can make it easier for students to complete their degrees or certificates. This coordination is essential for streamlining student progress and making sure that academic offerings match student needs.

They'll also facilitate collaboration between different programs like Learning Communities (LinC), Villages, and Open Educational Resources (OER)/ and Zero Textbook Cost (ZTC), to create integrated support systems that help students succeed. This collaboration will boost the overall effectiveness of Guided Pathways and provide students with a well-rounded support network.

The position will also involve working with Communication to coordinate key events, like Welcome Day and Enrollment Day. It will support business partnerships and collaborate with Career and Technical Education (CTE) on initiatives like the one we designed for LAEP interns. These efforts are crucial for engaging students and providing valuable opportunities for their development.

A faculty member will work with departments to set up employee office hours in the Villages, ensuring students have guaranteed access to guidance, services, and resources. Their ongoing involvement will help improve support services and make Guided Pathways more responsive and effective, enhancing cross-program collaboration, and ensuring the program continues to evolve to meet student needs and institutional goals.

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6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. Organizational Chart

The staffing history and current structure of the Guided Pathways program at De Anza College underscore its development and impact on its health, growth and vitality. Initially managed by two co-coordinators, the program expanded with the concept of Villages, growing to a team of forty employees, including faculty, classified staff, and administrators. This team was organized into the Guided Pathways Team and the Villages Launch Team. After the launch, staffing was reduced to six employees with various hourly commitments, shifting from broad team efforts to more focused roles.

The core team consists of eleven members: three on the Guided Pathways Coordination Team, three on the Village Program Planning Team, three on the Village Center Team, one marketing and publicity member, and one intern director. This group represents counselors, classified professionals, and faculty from seven disciplines. Additionally, six student interns, fifteen student ambassadors and fifty employee volunteers staffing the six Villages support the program. Faculty volunteers are supported through PGA/PAA, classified staff benefit from flexible, remote work opportunities, and interns and ambassadors are funded through Work Study. Despite this robust structure, the program remains heavily reliant on grant funding. All positions here reflect grant-funded overtime, additional-pay assignments, or unsustainable release time.

This staffing setup has allowed the program to maintain a strong operational foundation. However, the ongoing dependence on grant funding introduces significant risk to the program's stability and continuity. While the current structure supports significant growth and effectiveness, future expansion is limited by the temporary nature of the funding. Without

permanent support, the program's ability to continue meeting student needs will be compromised.

The Guided Pathways program has shown impressive growth and strength, but its long-term vitality is at risk without secure, ongoing support. The program needs institutional backing to sustain its successes and further its impact on students.

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**7. Explain how the work will be accomplished if the position is not filled.
Volunteers? But I doubt it will be sufficient support**

If the permanent faculty position in the Guided Pathways program isn't filled, students will face significant disruptions in vital support services. The existing Guided Pathways programming in the Village spaces would need to be significantly reduced due to lack of oversight and coordinated support. Our current reliance on grant-funded staff, student interns, and volunteers cannot sustain the level of service our students need, particularly when grant funding ends.

Several key student support functions would be at risk, including those that are core to the State Chancellor's Vision 2030. Transfer map maintenance would fall to the already-impacted Admissions and Records Office, potentially delaying crucial updates that students need for academic planning. The coordination of course schedules across departments would suffer, making it more difficult for students to efficiently complete their educational goals. Without a funded faculty position to oversee these essential services, students' academic progress could be significantly impacted.

Additionally, major student events such as Welcome Day and Enrollment Day would lose dedicated leadership, potentially reducing their effectiveness in supporting student orientation and registration. The crucial role of fostering collaboration between programs like Learning Communities, Villages, and Open Educational Resources would be difficult to maintain, limiting students' access to integrated support services. Projects with Career and Technical Education and initiatives like the former LAEP internships would also lack the coordination needed to provide students with valuable professional development opportunities.

While our dedicated volunteers and student workers would continue their best efforts, they cannot replicate the comprehensive coordination and leadership that a permanent faculty member provides. The absence of this position would ultimately compromise our program's ability to support students effectively and achieve our objectives in alignment with the State Chancellor's Vision 2030.

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8. Other information, if any.

This year, thanks to the hard work of our students and staff, Guided Pathways and the Villages hosted 325 events over 36 weeks—averaging more than nine events every week that school was in session. Approximately 10,000 student check-ins were logged in the Villages using the SARS system; this doesn't include those who visited without signing in, visiting high school students, or the many employees who use the Villages regularly. When you factor in these additional visitors, we approximate that 15,000 people engaged with the Villages throughout the 2023-24 academic year. This level of participation shows just how valuable the program is and why it's important to keep supporting and expanding it.

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