

Preview

Details

College

De Anza College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

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Approvers

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02/28/2020 12:33 PM PST

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02/28/2020 10:17 PM PST

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college held several events during the 2019-20 academic year with varying constituents to discuss the ways in which majors could be grouped in broader meta-majors; the activities were held during a District Opening Day workshop in Fall 2019 (administrators, faculty, and classified staff participated), at an Academic Senate meeting in Fall 2019 (faculty from all academic divisions across campus), at a Guided Pathways Core Team meeting (a cross-functional group of representatives across campus) in Summer 2019, and at a division meeting in Fall 2019 (Language Arts faculty, administrator, and classified staff).

Based on the various answers from over 150 faculty and staff, meta-majors were then organized and consensus reached by the Guided Pathways Core Team.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

By the beginning of May, approval of the meta-majors will be secured through our shared governance process and we plan to have a platform for marketing these meta-majors in place by Fall quarter 2020.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Some of the discipline faculty are interested in having their discipline under multiple meta-majors; we hope to assuage their fears that their disciplines will still be visible and accessible to students despite being in only one meta-major.

We also will need to find a platform to market the meta-majors to students.

Support Needed - Detail

Depending on the platform we select for our campus, there could be ongoing costs (e.g. software, technical support).

While we did receive funding from Guided Pathways, financial sustainability for the platform will need to be a consideration.

Type(s) of Support

- Technology support
- Other

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Scaling is in progress on our campus as many of our programs have already provided guidance to students for career possibilities and further education. These programs publish information related to such guidance on their department websites. For example, approximately 50% of our departments name potential careers that students can have with

that major, while many departments provide even further guidance such as links to local partnerships, internships, related job listings, licensing information, and more. Many of our CTE programs such as Automotive Technology and Health Technology have been leaders in creating pipelines for students to industry careers.

Furthermore, we have a robust curriculum and articulation process whereby our programs offer courses and programs of study that allow students to transfer to 4-year institutions for further study.

Some of the platforms we are considering for marketing our meta-majors and program maps have a component that includes career outlooks related to those meta-majors and majors.

Timeline for Progress to Date

Term and Year

Spring - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Work with departments to include a link for “potential careers” on their department webpages.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

As stated in 1B above, scaling is in progress on our campus as many of our programs have already provided guidance to students for career possibilities and further education. These programs publish information related to such guidance on their department websites. (For example, approximately 50% of our departments name potential careers

that students can have with that major, while many departments provide even further guidance such as links to local partnerships, internships, related job listings, licensing information, and more.

Some of the platforms we are considering for marketing our meta-majors and program maps have a component that includes career outlooks related to those meta-majors and majors. If we decide on a platform that has this component, we will have the potential to be “At Scale” whereas for now we have made progress for all students in certain programs but not for all students in all programs.

Timeline for Progress to Date

Term and Year

Spring - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Work with departments to include a link for “potential careers” on their department webpages.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The campus held a program mapping event in January 2020 and invited all departments with a degree or certificate to attend. The departments mapped an ideal pathway for students to follow in order to achieve that particular degree or

certificate. In all cases, programs were mapped for a 2-year completion in mind except for situations in which the pre-requisites or sequenced courses required a third year. Not only was sequencing considered when mapping but so was scheduling of course offerings. Each department was provided with a 4-year history of which quarter(s) and number of sections offered of each required course. The discussions between faculty were fruitful, and the end result was that approximately 80% of our certificates and degrees were mapped.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We plan to have a platform for publishing these pathways for each program (i.e. major or degree) in place by Fall quarter 2020. We will also approach the remaining departments individually to reach 100% mapping completion.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

In response to AB705 demands, the Math department has worked to clarify math requirements and sequencings for all students, eliminating some of the previously-required developmental courses for students. As part of the process, students are being directed to Math courses more appropriately aligned with the student's field of study (e.g. Statistics for students interested in the Humanities and Social Sciences fields and the Calculus track for students interested in STEM majors).

In addition, some applied Math curriculum has been developed for particular fields of study such as MATH12 “Introductory Calculus for Business and Social Science,” MATH23 “Engineering Statistics,” and MATH44 “Mathematics in Art, Culture, and Society: A Liberal Arts Math Class” to name a few. Currently a limited number of sections are offered throughout the year, and we look to gradually increase the number of sections if enrollment demand dictates doing so.

Websites have also been updated to help guide students to the most appropriate math course based on their major and counselors help guide students to one of these pathways.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Work with Math faculty and counselors to publicize Mathematics courses aligned with students’ majors.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

New students are required to declare a major, select an educational goal, complete assessment, complete orientation, and create an educational plan to qualify for priority registration. These requirements are clearly outlined on the campus webpage under “How to Apply.” Students may complete an online or in-person orientation, and we also offer several sections of Counseling 5 “Introduction to College” each quarter. Since our classes are often in high demand, students are motivated to complete these tasks in order to maintain their privilege of priority registration. However, there are still some gaps.

For one, some students feel pressured to select a program of study even if they are not ready to select one. For example, there were hundreds of students who were declared “Major X”, but in researching what courses they took, we found that the majority had not taken any classes in Major X. Further research is needed, but we hypothesize that, when forced, students are sometimes selecting more well-known majors like “X” because it is a known quantity. This seems quite counterintuitive to a student progressing towards their educational goals and through their program of study if they are declaring majors that they don’t intend to ultimately pursue. With the implementation of meta-majors, we hope to address this incongruity by having students first start with an area of interest, leading them more accurately towards their major of choice.

Another gap for new students is that some of them do not actually meet with a counselor to create their education plans even if they are required to do so. Thus, not only do they disqualify themselves from priority registration, but they also do not have any guidance towards their educational goals. If every student (approximately 19,000 headcount) were to meet with a counselor (approximately 35 total campuswide), we would not have the capacity to meet the student demand. Also, we have a high population of first-generation-to-college students, many of whom need multiple advising sessions to help them navigate college and their educational path. Given these limitations, the advising sessions with counselors need to be as efficient as possible. With the implementation of meta-majors and clearer program paths, students and counselors can spend their time more efficiently and have deeper conversations about their major and career options.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Market meta-majors and publish mapped pathways for programs (degree and certificates) for student and counselor use.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college has several programs in place to help academically underprepared students in the college's major program areas of Math and English. For example, we offer a Math Performance Success (MPS) program with embedded counselors for students who have demonstrated a history of poor performance in their math classes.

Historically underserved students succeed at a significantly higher rate in MPS courses than they do in non-MPS courses; additionally, we have several cohort programs in Student Success and Retention Services (SSRS) that focus on navigating students through their English writing courses. Our Puente Project, First Year Experience, Umoja, and AAPI programs all assist students in successfully completing their EWRT1A (first-year composition) and their EWRT2 (critical thinking) courses so that they are transfer ready for two of their big four requirements to transfer under the IGETC pattern. Students participating in this programs historically succeed at much higher rates than their counterparts outside of such programs.

We also have three English Performance Success (EPS) counselors who focus on counseling and advising students who enroll in our EWRT1A bundled courses (our EWRT1A course + 3-unit co-requisite LART250 course) or lower levels. In this way, the students who come to our college possibly underprepared have more academic and student support to help them navigate and succeed in their English courses and beyond.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

To replicate the high success rates that historically underserved students experience in cohort programs, we need to both increase the number of cohorts offered through such programs, and we need to promote the effective practices (that are not tied to significant funding demands) from those programs in non-program sections. This scaling up will require intensive professional development, so we will need to partner with our professional development office. We also need to work with other departments to implement effective practices for courses that are historic "gateway" courses for those disciplines. Some practices could include the creation of preparatory curriculum for students entering those courses, an increase in intensive tutoring for those courses, and the creation of cohort programs focused on a STEM track and a pre-Med track (including chemistry and biology courses).

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

In Spring 2019, we piloted placing students based on h.s. GPA so all could enroll in a 5-unit EWRT1A or a 10-unit bundled course (combines EWRT1A with a 5-unit co-requisite for support). In Fall 2019, we were in full compliance with AB705 wherein we continued to use h.s. GPA or a guided self-placement system. We reduced the bundle course to 8 units and added a 10-unit stretch course for EWRT1A spanning two quarters.

While we have accomplished these successes, we are also experiencing some setbacks due to AB705. Initial data suggests that students are succeeding in EWRT1A at nearly the same rates as prior to AB705, but we experienced a significant drop in success rates for historically underserved students in the subsequent course (e.g. EWRT2 or COMM9). In just one quarter's time, we saw a drop from 71% success for Latinx students to 62% success. COMM9 (another critical thinking course) has also experienced a drop in success rates for Latinx students post-AB705 implementation.

Support Needed - Detail

We need advocacy at the State level about support needed post-AB705. This is a serious equity issue. While more students (headcount) might be passing through their first transfer-level English course, the subsequent course is seeing drastic decreases in success rates particularly for many of our students of color. One size does not fit all to prepare students for college-level writing. Before AB705, De Anza's success rates were already higher than the State's projected success rates after AB705 implementation, so it does not make sense to force schools who were succeeding at higher rates than the projected success rates to conform to a system that witnesses lower success rates, especially for students who have been historically underserved.

We also need to increase our professional development efforts such as faculty learning communities, addressing deficit thinking, provide bias training, and possibly explore supports for English such as used for MPS with embedded counselors.

Type(s) of Support

- Other

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

As mentioned earlier, we offer a Math Performance Success (MPS) program with embedded counselors for students who have demonstrated a history of poor performance in their prior math classes. We also have a tutorial center that offers free tutoring to any students enrolled in a math class at De Anza and a STEM director and program that has helped students feel more welcomed in the discipline. However, despite these efforts, students' Math success rates (67%) are significantly lower than the campus-wide average for all courses (78%). Furthermore, the equity gap between the traditionally lowest performing ethnic groups (Latinx and African Americans) with the highest performing ethnic groups (White and Asian) is annually over 20 percentage points. Intensive work accomplished to prepare for the shift mandated by AB705 has led to ongoing, rigorous discussions (at the department, campus, and even District level) about how best to offer Math classes and how to adjust pedagogical approaches with the possible shift in preparedness of students entering college-level Math courses for the first time.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

To replicate the high success rates that historically underserved students experience in MPS, we need to both increase the number of sections offered through MPS, and we need to promote the effective practices (that are not tied to significant funding demands) from that program in non-program sections. This scaling up will require intensive professional development, so we will need to partner with our professional development office.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

As mentioned earlier, the college has several programs in place to help academically underprepared students in English. For example, we have several cohort programs in Student Success and Retention Services (SSRS) that focus on navigating students through their English writing courses. Our Puente Project, First Year Experience, Umoja, and AAPI programs all assist students in successfully completing their EWRT1A (first-year composition) and their EWRT2 (critical thinking) courses so that they are transfer ready for two of their big four requirements to transfer under the IGETC pattern. Students participating in these programs historically succeed at much higher rates than their counterparts outside of such programs. Our Learning in Communities (LinC) program also partners with other disciplines so that students can take their writing courses in conjunction with a General Education course. The classes are closely integrated with faculty from their respective disciplines working together to create complementary curriculum and pedagogical strategies.

We also have three English Performance Success (EPS) counselors who focus on counseling and advising students who enroll in our EWRT1A bundled courses (our EWRT1A course + 3-unit co-requisite LART250 course) or lower levels. In this way, the students who come to our college possibly underprepared have more academic and student support to help them navigate and succeed in their English courses and beyond.

The English department has also committed to holding one major event a quarter to recruit and support English majors and prospective majors. By building this community, we are helping students envision themselves within the major and we particularly assist students from historically underserved backgrounds move beyond “imposter syndrome” as an English major.

Additionally, we have partnered more closely with the ESL department to align standards to ensure that students take the courses that are most helpful to their future success.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

To replicate the high success rates that historically underserved students experience in cohort programs, we need to both increase the number of sections offered through the cohorts, and we need to promote the effective practices (that are not tied to significant funding demands) from that program in non-program sections. This scaling up will require intensive professional development, so we will need to partner with our professional development office.

Also, as mentioned earlier, we need to consider additional support for at-risk populations so that they can succeed not only in their EWRT1A class but their advanced writing and critical thinking class as well. We have implemented brown bag lunches and created a departmental committee to look specifically at the concerns related to EWRT1A and AB705.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

As mentioned earlier in 2B, there was a significant drop in success for Latinx students in the course after EWRT1A. We hypothesize these drastic drops in success are a result of students barely passing their EWRT1A courses. "Success" is measured by a C grade or higher, but without enough developmental support for at-risk students, they barely succeeding in EWRT1A and then are not succeeding at higher levels. This is not an isolated incident. The same is true for COMM9 courses. Whereas the success rates for Latinx students was 74% in 2018-19, it had dropped to 56% in Fall 2019. In the preceding three years, the success rates were 81%, 61% and 74%; while there is quite a range over the four years, even the previously lowest year of 61% would still show a 5 percentage point drop in Fall 2019.)

Support Needed - Detail

We need advocacy at the State level about support needed post-AB705. This is serious equity issue. While more students (headcount) might be passing through their first transfer-level English course, the subsequent course is seeing drastic decreases in success rates particularly for many of our students of color. One size does not fit all to prepare students for college-level writing. Before AB705, De Anza's success rates were already higher than the State's projected success rates after AB705 implementation, so it does not make sense to force schools who were succeeding at higher rates than the projected success rates to conform to a system that witnesses lower success rates, especially for students who have been historically underserved.

Type(s) of Support

- Other

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

As mentioned earlier, we have special cohort programs in place as well as MPS in place to help students succeed in their Math and English Writing courses. However, students outside these programs need more assistance. We also provide free tutoring in Writing and Math as well as a variety of other subjects such as Chemistry, Physics, Accounting and Economics.

We offer Skills workshops that address learning strategies promoting academic success such as avoiding procrastination, effective test-taking, time management, and so forth. The English department has partnered with our Student Success/Tutorial Center to offer various tutorials in writing and reading skills particularly for students in our EWRT1A courses that have a co-requisite. All of these resources are available online through a Canvas page to students who are enrolled in an EWRT1A stretch or bundled course.

Counseling offers success courses such as “Life Skills for Higher Education” and “Understanding and Managing Stress” while our Disability Support Programs and Services offers courses such as “Introduction to College and Accommodations” and “DSPS Learning Strategies.”

The Guided Pathways Core Team has talked briefly and generally about proactively offering support to students rather than letting them seek out these resources on their own, but we have not yet made progress in this area since we have focused on other aspects of Guided Pathways this year.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Survey at-risk students and conduct focus groups to gain input directly from students as to why they believe they are not meeting their goals. We want to focus our attention on the most at-risk groups including students who are on academic probation, who have dropped a class, who have dropped out of college, and who have been historically disadvantaged. Once we have collected this data, we can more systematically address these concerns.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Progress to date:

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.

In our report last year, we felt that we were at “Scaling in Progress.” However, after the implementation of AB705, we realize that while we have robust connections with our 4-year constituents, we need stronger collaboration with local high schools. We are witnessing many underprepared students in our English and Math courses, and it is unreasonable to expect them to develop skills in just one quarter’s time if they come to our college with years of underpreparedness. By working with local high schools, we can help align their outcomes with our entry-level expectations so that there is not as large of a jump from high school English to college-level writing or from high school Math to college-level Math. We are also working with our EPS counselors to help bridge students who come from adult school to community college so that their transition is as smooth as possible and that they are ready for college-level writing as well. We are beginning to explore the possibility of offering mirrored non-credit courses. We have been attending workshops and conferences focused on non-credit offerings.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Form discipline-specific teams to collaborate with local high schools to help align their outcomes with our entry-level expectations, beginning particularly with Math and English faculty. Continue to work with the EPS counselors to identify ways to bridge students from adult school to community college. Continue to explore mirrored non-credit options.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Every new student is contacted by email and phone during their first quarter on campus. Counselors email each student to introduce themselves, offer support and resources, and encourage them to make an appointment to discuss their educational plan or other needs. Counselors assist each student with creating an educational plan, based on the student's major and educational goals. A student ambassador supports the counselors with follow-up contacts to engage the students with the Outreach office and its services. The counselors work with the students throughout their first year, offering continued support.

Students who participate in a first-year support cohort do not participate in any other special program or learning community in order to avoid duplicating/overlapping resources.

However, even with these efforts in place, as mentioned in 2A above, we do not have the capacity in terms of counseling faculty to monitor every student's progress towards program completion. We need to look to technology to assist in charting a student's progress. Currently, we utilize DegreeWorks to assist in this process. According to the Counseling Center's 2018-19 annual program review, approximately 5,000 educational plans were developed in General Counseling by appointment or drop in using DegreeWorks. The number of educational plans developed is higher when taking into consideration counselors in other areas such as instructional divisions, EOPS, and so forth.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Research how systematically students are utilizing DegreeWorks and what their satisfaction level is with the platform.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

As mentioned in 3A above, we currently utilize DegreeWorks to assist in this process. According to the Counseling Center's 2018-19 annual program review, approximately 5,000 educational plans were developed in General Counseling by appointment or drop in using DegreeWorks. The number of educational plans developed is higher when taking into consideration counselors in other areas such as instructional divisions, EOPS, and so forth. Furthermore, students have direct access to DegreeWorks through their portals, so there may be even more students who use the system independently of meeting with a counselor or advisor.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Research how systematically students are utilizing DegreeWorks and what their satisfaction level is with the platform.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Previously, we employed the Starfish early alert system to alert designated counselors when students were at risk.

However, as a campus, we are not continuing use of the system since we found that it did not meet our needs as effectively as we had desired and that scaling up this system campuswide would not be sustainable. Instead, we will need to research other software/technology possibilities since DegreeWorks also does not alert advisors and counselors when students are at risk of falling off their program plans.

We do have a process by which students have a hold on their registration if they are on academic probation. Students need to speak with a counselor to have their hold lifted. In this way, they are able to obtain the guidance they need to get back on track. Furthermore, we are developing an even more robust probation process and revisiting our probation policies at this time to better direct and help students on this path get off probation.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Research possible software/technology for student planning that includes alert systems.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

We have several specialized counselors throughout campus; for example, our Biology, Health and Environmental Studies division has a dedicated counselor who is able to assist students who are interested in Nursing. He can help direct students to similar paths and majors if their prospects for accessing the Nursing program are limited. We also created a new administration position and hired a Career Technical Education (CTE) dean, who is able to help network between various CTE programs throughout campus. At the same time, all of our counselors have training to help advise students on educational goals and redirect them to paths that are most viable for the student. However, we have not emphasized this type of redirection in a systematic way. We offer a couple of different career classes through our counseling center including CLP5 College Major and Career options and CLP Self-Assessment. Both of these classes enable students to think about various options for their careers.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Research the most impacted programs and determine a process for redirecting students who have limited access to such programs.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

In preparation for our program mapping event, we compiled a 4-year history of all scheduled classes, identify in which quarter each class was offered and the number of sections. We then grouped these classes per degree and certificate so that all the required courses and elective courses that related to that program were in one place. The counselors and department leaders commented that these lists were quite helpful. We discussed making this list available on a webpage for all counselors and advisors to access so that they can see whether there are particular classes offered only periodically.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Create a centralized webpage for counselors and advisors to access that has 4-year history of classes offered. Convene schedulers from areas that offer courses only once a year so that we can avoid overlapping classes in similar areas. In this way, students do not have to postpone transfer or delay achieving their educational goals because the classes they need are only offered once a year and are offered at overlapping times.

Term and Year

Winter - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

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. 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.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to assess SLOs particularly after much of the Guided Pathways work has been implemented.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

De Anza's Institutional Core Competency statements assert that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. The Institutional Core Competencies are Communication and Expression; Information Literacy; Physical/Mental Wellness and Personal Responsibility; Civic Capacity for Global, Cultural, Social and Environmental Justice; and Critical Thinking.

In order for students to achieve these core competencies, faculty are committed to providing instruction that engages students through active and applied learning, critical thinking, problem solving, and so forth. We have a rigorous curriculum process in place wherein representatives from every division review new curriculum, new programs, and revisions. Part of the approval process involves asking questions related to effective pedagogical practices to ensure students are learning. The campus supports ample professional development opportunities both on campus and off (including negotiated funding to attend conferences). For example, on campus, we have a dedicated Office of Professional and Organizational Development that offers a First Year Experience program for new faculty and Instructional Skills workshops. Furthermore, the campus has in-service days such as Opening Days and Convocation in which pedagogical strategies are often emphasized. At department levels, there is often much discussion of ways to improve pedagogy and student learning. One example is the English Department's PAGE committee, which meets once or twice a month, in which faculty discuss ways can engage in deep learning.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Use current structures and resources to infuse Guided Pathways work into the fabric of our campus's professional development and student learning.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

De Anza offers a variety of opportunities for students to deepen knowledge and skills outside of the classroom. Many of our Career Tech programs have local partnerships that involve internships for students such as our Automotive Technology department's partnerships with Audi, Nissan/Infiniti, and Subaru. We also have ample opportunities for students to engage in hands-on training. One such program is our Child Development, which is a lab school in which students are educated and trained by working closely with our on-site Child Development Center (which is a childcare center that serves the general public). We have a robust service learning program through our VIDA office, in which students not only take classes that are designated as service learning courses but can earn a certificate of achievement in Leadership and Social Change. We offer a study abroad opportunities every summer including countries such as Vietnam, England, France. Many classes' curricula are tied to extracurricular events such as visiting speakers, cultural events, and guest lecturers.

Timeline for Progress to Date**Term and Year**

Fall - 2016

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to offer opportunities like those mentioned above for students to gain experiential knowledge and skills.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

As mentioned in 4A above, 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.

We have established an SLO/PLO assessment cycle and process that has become culturally embedded in the instructional and student service areas. The campus is transitioning to a new Catalog/Curriculum/SLO/Program Review platform (eLumen), which will allow fuller integration of our SLOs with our LMS (Canvas) and curriculum.

Timeline for Progress to Date**Term and Year**

Fall - 2016

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to engage in the practice of SLO assessment and reflection as has already been established on campus. Work on transitioning to the eLumen system as seamlessly as possible and explore ways in which eLumen can assist in streamlining assessment so it is easier for end users to utilize.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

As mentioned in 4D above, we have established an SLO/PLO assessment cycle and process that has become culturally embedded in the instructional and student service areas. The campus is transitioning to a new Catalog/Curriculum/SLO/Program Review platform (eLumen), which will allow fuller integration of our SLOs with our LMS (Canvas) and curriculum.

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

Timeline for Progress to Date**Term and Year**

Fall - 2016

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to engage in the practice of SLO assessment and reflection as has already been established on campus. Continue to offer professional development opportunities as mentioned above.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

While individual departments or courses might offer students a chance to create portfolios, we do not have a systematic process by which students can document and share their learning with future employers and universities.

Depending on what platform we select for our Guided Pathways work (e.g. meta-majors and program mapping), there could be a possibility of engaging in this practice in the future, but we do not have any concrete plans to do so in the meantime.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Research possible methods for students to document their learning to share with future employers and universities.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The campus regularly conducts student surveys to assess the campus's effective practices and areas for improvement. We have yet to tie the results of such surveys directly to targeted professional development. However, with a formal Office of Professional and Organizational Development and strong Institutional Research support, the Guided Pathways Core Team is poised to review such data and make recommendations for future targeted professional development offerings.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Review existing student survey results and conduct further research of most at-risk students. Utilize data to discuss possible future professional development activities.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details

The Guided Pathways Core Team is comprised of a cross-functional team of various representatives across campus. On the team, there are three seats for student representatives. Currently those three seats are filled by members of our De Anza Student Body government.

With the various activities that we are implementing across campus (e.g. meta-majors), we are soliciting student input. For example, before we give presentations to our governance units, we are holding five events in which we solicit student input on the meta-majors, ultimately involving close to 200 students in a direct, hands-on activity related to meta-majors.

We plan to solicit more student input in the future through student surveys and student focus groups, focusing particularly on at-risk student groups.

Course Alignment

We are close to completing the pathways for each program, and we aim to publicize these pathways to students by Fall 2020.

Students who already know their major can directly create educational plans following these pathways while students who are not yet sure of their major can begin on a metamajor path, exploring related academic interests without losing any momentum towards completion of an educational goal. By researching platforms, we hope to find one that can help students create an educational plan with ease, which enables them to use their time with a counselor to have deeper conversations about their educational goals and field of study. Furthermore, we will provide counselors with a 4-year history of all scheduled classes, which identifies the quarter in which each class was offered and the number of sections offered per quarter. In this way, counselors can help students adjust their educational plans based on when the courses are offered.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 Guided Pathways SOAA 2018-19.pdf	Self-Assessment	2/27/2020, 4:54:02 AM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals



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