

# De Anza Academic Senate

## “Message from the President”



Dear Colleagues,

I hope your winter quarter is going well. Writing this message for the newsletter was challenging because of many local to international changes in political, educational, and environmental landscapes. On the local level, just before and during the winter break, a number of faculty and students across campus experienced the disappointment of having classes cancelled due to low enrollment, and that, along with other societal and environmental setbacks, weigh heavily on me. I went looking for solace in literature and poetry, and found James Weldon Johnson's "The Gift To Sing," a poignant reminder that we can bolster our resilience and hope by expressing our voice, joining our voice with others, and do the best we can to take care of ourselves, our students, and our colleagues/departments. Academic Senate Officers will be actively participating in shared governance groups' discussions around how to meet the board's budget cutting directives, and we will do our best

### The Gift to Sing

James Weldon Johnson, 1871 - 1938

Sometimes the mist overhangs my path,  
And blackening clouds about me cling;  
But, oh, I have a magic way  
To turn the gloom to cheerful day—  
I softly sing.

And if the way grows darker still,  
Shadowed by Sorrow's somber wing,  
With glad defiance in my throat,  
I pierce the darkness with a note,  
And sing, and sing.

I brood not over the broken past,  
Nor dread whatever time may bring;  
No nights are dark, no days are long,  
While in my heart there swells a song,  
And I can sing.

to ensure that impacted faculty input and voices are sought and heard. All shared governance meetings are always open for all to attend. It would be especially good to have more faculty attend and participate in meetings of Instructional Planning and Budget Team (IPBT), Student Services Planning and Budget Team (SSPBT), Enrollment Advisory Team (EAT), and College Council. Contact me and/or Jim Nguyen if you are interested in more details.

Please read Senate Vice-President Jim Nguyen's message in this newsletter about efforts being made by Enrollment Advisory Team (EAT) committee, Outreach and Marketing Offices, and the Career and Technical Education (CTE) Institutional Advisory Committee (co-chaired by Mayra Cruz, Randy Bryant, and Bill Roeder) to attract and retain students at De Anza. Currently, the CTE Institutional Advisory Committee is looking for potential new programs to expand at De Anza. Contact Mayra Cruz ([cruzmayra@fhda.edu](mailto:cruzmayra@fhda.edu)) about possibilities your department/program is interested in exploring, even if you do not currently have a CTE program.

Another possibility for attracting and retaining students is coming to us in the form of the state Chancellor's Office funds Guided Pathways.

Question: What is the ultimate goal of the California Community Colleges' Guided Pathways?

One Short Answer: "organizing students' academic

## “President” cont.

choices in a way that promotes better course-taking decisions” and creating a necessary “framework for colleges to better organize existing funding to support student success.”



Please see these articles and documents (available at the end of this newsletter) that explain the context of Guided Pathways and the California Community Colleges' Chancellors' Office resources that have been allocated to fund colleges' inquiry, design, and implementation of strategies that cohere with the cultures and programs of our college.

I certainly welcome, into the Guided Pathways dialogue and planning, greater understanding of the history of public higher education initiatives backed by private nonprofits such as the Bill & Melinda Gates Foundation, as well as deep critical inquiry of course acceleration, especially the course success rates of underrepresented students. Steve Howland's FA newsletter article last Fall on the thorny issue of acceleration is one worth reading and considering.

BUT, according to the statewide Academic Senate: “Guided Pathways are here. Faculty can either be pulled along as decisions are made by others, or faculty, through local academic senates, can take the lead.”

Your Senate Officers are committed to “taking the lead” at De Anza to organically develop our home-grown version of Guided Pathways with robust input from faculty, students, and administrators. In the first Inquiry phase of Guided Pathway development, we are first committed to breaking down campus silos and identifying specific institutional “hiccups” or barriers to students, which may be the result of lack of coordination or communication between silos. Instructional and Student Service areas, divisions, and programs operate mostly independently of each other. As a result, most faculty only comprehend and see the “trees” of our own area rather than the “forest” of our campus, and from the faculty perspective, our campus culture is very hierarchical. In an era where we have more creative/inventive ways of envisioning and building networks, we have an opportunity to “flatten” the hierarchy and create a more “dendrite” like campuswide instructional and student services faculty and student network, similar to how neurons connect in our brains. Like a new baby, our De Anza Guided Pathways will eventually be given a name that holds significance for our campus culture, and will be shaped by our collectively crafted mission and goals.

## Winter Dates to Remember

- **Jan 25**  
Club Day  
In the event of rain, Club Day will be moved to February 1.
- **Feb 28**  
Global Issues Conference
- **March 2**  
SLO Convocation
- **March 21, 2018:**  
New Course Requests Due (Curriculum)
- **April 17, 2018:**  
Work Session (Curriculum)
- **April 18, 2018:**  
Course Changes in ECMS Due
- **April 24, 2018:**  
Work Session
- **April 25, 2018:**  
Sigs obtained
- **May 2, 2018:**  
All Courses & Certs and Degrees Due

## Jim Nguyen, Academic Senate Vice President



I would like to start off by wishing everyone a very happy new year! I hope you have a wonderful Winter quarter and 2018. I'd like to provide an update on the decisions made by your Instructional Planning and Budget Team (IPBT) in the Fall Quarter, as well as discussing the enrollment situation and how it affects instruction and our students.

The Instructional Planning and Budget Team met during the Fall quarter, focusing mainly on deciding funding through various streams of monies: Instructional Equipment, Lottery, Perkins and Strong Workforce Program. Our goal was to provide as much funding as possible to our instructional areas provided items and personnel requested were eligible (requests were in Program Reviews, were allowable under specific funding sources). In the end, we decided on a total award of over \$2 million and are excited to have programs begin using the funds to better serve their programs and students.

To see the final outcome of the IPBT funding decisions, please go here:  
[https://www.deanza.edu/gov/IPBT/funding\\_guideline\\_resources.html](https://www.deanza.edu/gov/IPBT/funding_guideline_resources.html)

We also decided on faculty hires. We had 22 positions that were considered replacement hires and we started on the basis that we could select 14 of those positions. It was a deliberative and intentional process and involved a blind vote/ranking by the IPBT membership. You can see the outcome here:  
<https://www.deanza.edu/gov/IPBT/facultyhiring.html>

The outcome was accepted and approved by College Council but the college has been in negotiation with Chancellor's Cabinet about getting full credit for some of the positions if it would help in bringing down our share of the budget shortfall. President Murphy presented the positions and Chancellor's Cabinet in December decided to approve the first five positions on the list, not the full 14 submitted. I will be finding out if we are getting full credit for the positions we are "giving back" and if not, seeing if we can get more hires for the coming year.

Being able to award funds and making decisions on Faculty positions in the Fall Quarter will be in stark contrast to the discussions that will be

taking place in IPBT and the Enrollment Advisory Team (EAT) in Winter quarter. Since enrollment affects the apportionment we receive from the state, and our enrollments have been falling, we have a budget deficit we will have to work at reducing.

It's now setting in that enrollments will continue to decline for at least the near term at our college. Some of the factors of this enrollment decline are external and out of our control: fewer students graduating from high school, an improving job market, CSU relaxing its requirements for entering freshmen, other colleges increasing their outreach to students, etc. But some factors are within our control, namely how we attract and retain students at our college. Our Outreach and Marketing offices are working hard getting De Anza's name out into the communities we draw our students from. We are increasing the number of dual enrollment students who will be coming to De Anza from local area high schools. We have funds from the state in Strong Workforce monies to help us build out and expand our career and technical education offerings.

The EAT met last quarter to find out what we are doing in these areas and to also discuss how we as a campus schedule our classes e.g. registration dates, cancellation dates, etc. A smaller sub-set of the EAT members met to focus on how we schedule.

We are going to continue these conversations this quarter and we need ideas and our work will be data driven. We have Mallory Newell back from maternity leave so we can continue delving into data. We have been discussing whether moving to a new schedule that aligns start and end times of courses throughout the college to avoid unnecessary overlaps and whether that can help our students get the courses they need and build

## “Jim” cont.

schedules. That work will continue into this quarter and Spring.

On behalf of IPBT and EAT, I welcome your feedback and input into how we can improve on serving our students and engendering their success in these challenging times for our college. IPBT meets Tuesdays at 4 pm in Admin 109, while EAT meets the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays from 3-4 pm in Admin 109. Please come and share your ideas. You may also email me at [nguyenjames@fhda.edu](mailto:nguyenjames@fhda.edu) with any comments, suggestions or questions.

Thank you for all you do and your energy and passion for teaching and learning on our campus. I wish you the very best for a successful Winter quarter!

## “President” cont.

Last Fall quarter, Senate Officers led a team of faculty and administrators in doing the first step of attaining statewide funding for the first Inquiry/Dialogue/Silo-Breaking phase. This team, which included Karen Chow (English faculty,

Academic Senate President), Jim Nguyen (Political Science faculty, Academic Senate Vice President), Alicia Cortez (Equity and Social Justice Interim Dean, Student Success and Retention Services (SSRS) Director), Karen Hunter (Classified Senate President), Lorrie Ranck (Associate Vice-President of Instruction), and Rob Mieso (Associate Vice President of Student Services), went to our major shared governance groups (Academic Senate, Classified Senate, Instructional Planning and Budget Team, Student Services Planning and Budget Team), to gather member input, from which we composed and submitted a “self-assessment” of 14 areas/metrics to the State Chancellors’ Office. This self-assessment, we recognize, is only a STARTING POINT from which to craft a “Multi-Year Plan” of Inquiry, Design, and Implementation of OUR own homegrown version of Guided Pathways. Guided Pathways related information, including our De Anza Self-Assessment, is available on our De Anza Academic Senate website.

We need and will be actively seeking department, program, and student participation in crafting an 18-month (spring 2018-summer 2019) Work Plan that is due on March 30, 2017. I will be reaching out to Department Chairs to gather input starting in Week 1 of the quarter. If you are not currently a Department Chair, but would like to participate in this dialogue and crafting of the Work Plan, please reach out to me at: [chowkaren@fhda.edu](mailto:chowkaren@fhda.edu) and 408-864-8538.

Other issues that I aim to discuss and strategize with Academic Senate, Faculty Association (FA), Department Chairs, in shared governance groups, and with student leaders/representatives include:

- 1) Governor’s Proposed 2018 Budget and the new funding formulations for community colleges
- 2) Intersectional Alliances (building ways for faculty and students working on various issues to support each other in their work)

I will continue the Monday/weekly Digests of information to the all-faculty email listserv. Please contact me if you are not getting these messages.

More to come; in the meantime, hope you enjoy your students and the journey of teaching and learning this quarter.

Karen

## Come Visit Us!



### In Office:

ADMN 117  
Mon 12:30-1:30  
Wed 12:30-2

### Online:

<https://www.deanza.edu/gov/academic senate/>

### On Facebook:

<https://www.facebook.com/De-Anza-Academic-Senate-129610111114889/>



# Guided Pathways—What Are They and Where Are We Going?

*Senate Rostrum, September 2017*

Rebecca Eikey, ASCCC Area C Representative, Virginia "Ginni" May, ASCCC Area A Representative, Carrie Roberson, ASCCC North Representative

Currently in California, three major guided pathways programs have been initiated: the American Association of Community Colleges (AACC) Pathways Project, the California Guided Pathways Project, and the California Community Colleges Guided Pathways Award Program. The programs all have different features, and thus the Academic Senate for California Community Colleges is working to provide information on all three as well as general guidance for faculty as they address guided pathways at their local institutions.

## Clarifying the Pathways Programs

### *AACC Pathway Project*

The AACC Pathways Project is a national initiative funded by the Bill and Melinda Gates Foundation and supported by other national partners such as Achieving the Dream, the Aspen Institute, Jobs for the Future, the National Center for Inquiry and Improvement, and others. The AACC describes its pathways model as “an *integrated, institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.” To achieve this end, the intent of the AACC Pathways Project is to support colleges as they establish four essential practices: clarify paths to student end goals, help students choose and enter a pathway, help students stay on path, and ensure that students are learning.

A rigorous and competitive application process took place during Fall 2015, resulting in 30 colleges from 17 states being selected to participate, three of which are from California: Bakersfield, Irvine Valley, and Mt. San Antonio. Colleges participating in the 2016–2018 program are committed to sending teams to multiple institutes at a cost to each college of about \$45,000. The AACC recently approved applications from additional colleges to participate in the 2017–2019 cohort, and these selected colleges will not receive grant funding from the AACC Pathways Project; rather, participation is based on a full fee-for-service model.

### *The California Guided Pathways Project*

The California Guided Pathways Project adapted the national AACC Pathways concept in California. This project intends to support “a student-centered approach that can significantly increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and the California College Promise.”

As with the AACC Pathways Project, an application process took place in Spring 2017 that resulted in the selection of 20 California community colleges for participation in the California Guided Pathways Project. Tailored to meet the governance structure of the California Community College System, this process required the signature of the local academic senate president. The Foundation for California Community Colleges is the fiscal agent for this project with additional fiscal support from the College Futures Foundation, the Bill and Melinda Gates Foundation, the James Irvine Foundation, the Teagle Foundation, and required fees paid by participating colleges.

### *The California Community College Guided Pathways Award Program*

In order to support more participation in guided pathways, the California Community College Guided Pathways Award Program was approved by Governor Brown in the 2017–18 budget. A total of \$150 million will be

distributed to California community colleges in grant form by the California Community Colleges Chancellor's Office. The Chancellor's Office and the Board of Governors will be responsible for statewide implementation of the one-time grant program for colleges. The program includes "organizing students' academic choices in a way that promotes better course-taking decisions" and creating a necessary "framework for colleges to better organize existing student support programs and strategically use existing funding to support student success." Local senates of California community colleges must be prepared to address the impacts of this transformational effort, which requires engaging in deliberative conversations and creating collaborations around guided pathways at local colleges.

### **The Academic Senate for California Community Colleges (ASCCC)**

The ASCCC has been involved in guided pathway discussions for over a year and strongly encourages the use of innovative strategies and actions that support students in achieving their educational goals. Resolution 9.12 F15 *Support Local Development of Curricular Pathways* urges local academic senates and curriculum committees to be genuinely involved in any decisions regarding curricular pathway programs under consideration. Although no single guided pathways model for all community colleges has been or is planned to be proposed, the ASCCC will investigate frameworks for implementation of pathways programs and disseminate effective practices as directed by Resolution 9.03 F16 *Investigate Effective Practices for Pathways Programs*.

In response to resolutions and recent legislation, and because pathways are an academic and professional matter, the ASCCC is forming a Guided Pathways Task Force. In addition, the ASCCC requests that each college establish a liaison that will communicate guided pathways program information, issues, questions, and concerns between the local academic senate and statewide groups.

### **What's Next?**

Guided pathways are here. Faculty can either be pulled along as decisions are made by others, or faculty, through local academic senates, can take the lead. The Chancellor's Office will soon announce a request for applications for colleges to apply for the CCC Guided Pathways Award Program funds. Faculty must be directly involved in the design and implementation of the programs at each college. The application for the grants will require that colleges demonstrate a commitment to the guided pathways framework as specified in Education Code §88922(c):

- (1) A letter of support to the Chancellor's Office, with signatures of the president of the governing board, the chief executive officer, and the academic senate president required;
- (2) Attendance at an IEPI workshop on guided pathways;
- (3) Submission to the Chancellor's Office of a work plan that outlines the college's commitment to guided pathways, integration with other student-success initiatives such as the Basic Skills Initiative, the Zero Textbook Degree Initiative, SSSP, and the Adult Ed Block Grant, and college's policies related to use of high school records and other assessment measures for student course placement.

Although several colleges have begun an implementation of their own guided pathways programs, local senates should familiarize themselves with each of the three pathway programs described. The ASCCC is committed to continuing to update the body with the latest information regarding guided pathways.

# Guided Pathways and the Vision for Success

By  
Randy Beach, Rebecca Eikey,  
Ginni May, & Carrie Roberson

As recently as last year, the vast majority of California Community College faculty were not aware of the concept of guided pathways, which is now being popularized by such books as *Redesigning America's Community Colleges* and promoted by organizations like the Center for Community College Student Engagement, Community College Research Center, National Center for Inquiry & Improvement, and WestEd. However, college faculty and staff have worked for decades to determine pathways, programs, and course sequences for students that communicate clear expectations while providing options for career and personal exploration that are driven equally by the desire to complete a program and by the potential for education to change and enrich human lives.

Fast forward to September 2017 when the California Community Colleges Chancellor's Office released its Vision for Success, which promotes guided pathways as a framework that "engages college administration, faculty, staff, and students to enact comprehensive changes across an entire college," and proposes—some would say asserts—that system-wide implementation of guided pathways principles is the linchpin for system-wide success. So what does this mean for faculty?

## What are Guided Pathways?

Any guided pathways framework is a synergy around reform efforts that range from the course and program-level to full-scale institutional redesign intended to improve integration of student services and instruction around the realities of the student experience. Much attention is paid to intentional alignment or "mapping" of course student learning outcomes, industry expectations, and academic standards to program learning outcomes, the expectation of transfer institutions, and the needs of local employers, as well as how well those connections are explained to students. Many other top-

ics are touched on when discussing a guided pathways framework like the need for and timing of career counseling for students; basic skills instruction and the contextualization of basic skills curriculum; methods for student placement; and the role of proactive counseling and advising to support students.

## Clarifying the Pathways Programs

Currently, several organizations sponsor projects with the hope of galvanizing and incentivizing California Community Colleges to design and implement reforms consistent with the guided pathways framework and principles. The national American Association of Community Colleges (AACC) Pathways Project, funded by the Bill & Melinda Gates Foundation among others, includes three of California's community colleges: Bakersfield, Irvine Valley, and Mt. San Antonio. These colleges adhere to a precise guided pathways model and must meet accountability metrics that other colleges around the nation follow.

The California Guided Pathways Project, coordinated and funded by the Foundation for California Community Colleges, has adapted the national AACC Pathways concept in California to engage 20 selected colleges to design a local framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and the California College Promise, and others.

Finally, to support more participation in these efforts, the California Community College Guided Pathways Award Program was approved by the Legislature and signed into law by the Governor in the 2017-18 Budget Act with an allocation of \$150 million to be distributed among the 114 colleges who choose to participate. The program is designed to support local colleges as they explore this transformational effort which requires engagement in deliberative conversations and collaboration when considering a guided pathways framework.

## Pathways and the Academic Senate for California Community Colleges

The Academic Senate for California Community Colleges (ASCCC) has been involved in numerous guided pathway discussions for over a year now and strongly encourages the use of innovative strategies and actions that support students in achieving their educational



goals, whether or not these are aggregated under the agency of a guided pathways framework.

ASCCC Resolution 9.12 F15 *Support Local Development of Curricular Pathways* urges local academic senates and curriculum committees to be genuinely involved in any decision on curricular pathway programs under consideration. To support this involvement as directed by Resolution 9.03 F16, *Investigate Effective Practices for Pathways Programs*, the ASCCC will continue to advocate for and support the role of faculty in the consultation process by providing professional development and resources that assist faculty to determine if and how principles found in the guided pathways framework support student success and their college mission.

The ASCCC has formed a Guided Pathways Task Force to support local academic senates and faculty as they consider, design and implement a guided pathways framework. The task force representatives include Executive Committee members and faculty from colleges at varied stages of involvement with their own guided pathways framework. In addition, the ASCCC requests that each college establish a "liaison" that will communicate guided pathways programs, issues, questions, and concerns between the local academic senate and state-wide groups.

#### What's Next?

Without question, guided pathways have gained significant attention in California. So, what now? Although several colleges have taken steps to implement their own guided pathways framework, the ASCCC recommends that local senates familiarize themselves with each of the three pathway programs described, as well as independent efforts that several community colleges are implementing, and engage in dialogue and deliberation. And while the level of engagement over the principle foundations of guided pathway frameworks will vary from college to college, it is important to remember that the actions taken in response to these ideas should grow organically from the mission a college has established through participatory governance.

As with all 10+1 areas, faculty should play a central role in decision-making processes which affect all academic and professional matters, and the discussion over adopting a guided pathways frameworks is no different. Faculty must participate in determining what aspects of

the guided pathway principles will cohere with their college's culture and their students' needs while upholding standards of scholarship, academic rigor and integrity, and the philosophy of education that is the foundation of a college's mission.

*For more information, contact [info@asccc.org](mailto:info@asccc.org).*

*Randy Beach teaches English at Southwestern College. Rebecca Eikey teaches chemistry at College of the Canyons. Ginni May teaches math at Sacramento City College. Carrie Roberson teaches child development at Butte College. They serve as ASCCC regional representatives for South, Area C, Area A, and North respectively.*

*Editor's Note: ASCCC has just approved several new resolutions on Guided Pathways at its Fall Plenary Session. Visit [asccc.org](http://asccc.org) for details.*

