San Diego Mesa's Submission - Last Updated December 14, 2017, 10:33 am

Inquiry 1-3: Cross-Functional Inquiry - Early Adoption

Please briefly explain why you selected this rating.
Cross-functional discussion is thriving at Mesa, however, Guided Pathways, inquiry engagement, posting dashboards and making more data available in a self-service format is still in its early phases. Mesa has improved many of its annual processes to include systematic review and discussion of data, but the amount of employees involved in these processes is still consistently low. Meetings, retreats, and involvement from staff, faculty and administrators have contributed to cross-functional inquiry.

Describe one or two accomplishments the college has achieved to date on this key element.
Integration of equity and success data into program review as well as development of our data warehouse, release of data dashboards, and expanded research staff pushing out research to the people who need the data; all have made data a major accomplishment within cross-functional inquiry. Others having a positive impact include: utilizing a common KPI framework for our student success plan and Guided Pathways work, working with CUE, change agents and inclusive atmosphere at meetings (i.e. PIE).

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
While the research office has a vision of developing a coalition of action researcher throughout campus to help address capacity, it will inevitably lead to the need for more research. Shifting culture from one of inquiry and curiosity alone to one where inquiry and curiosity drive hypotheses, experimentation, evaluation, action and improvement seems to be a major challenge. Faculty/instructional dean resistance to bringing Guided Pathways into the mix as well as short timelines may hinder progress.

Inquiry 2-3: Shared Metrics - Pre-Adoption

Please briefly explain why you selected this rating.
Many of the metrics are given to programs in program review with guidance on how to use the data. Some parts of the college do a great job in discussing strategies for improvement. However, while the college has shared metrics at the institutional level, it has not aligned metrics across all initiatives.

Describe one or two accomplishments the college has achieved to date on this key element.
PIE and PCAB retreats where we reviewed the data and set goals, program review use of data, and the creation of dashboards to make data accessible, thus creating an atmosphere to share data across the campus and discuss it regularly.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The inability to update the systems that we have or need in which the data resides can be a major challenge. Programs also do not ask the questions that are important to them and use the disaggregation tool enough during Program Review. Another issue is not having enough full time staff and faculty, and time to analyze shared metrics.

Inquiry 3-3: Integrated Planning - Pre-Adoption

Please briefly explain why you selected this rating.

Mesa has implemented many activities and efforts to support integration, for example, faculties in Student Services, aware of integrated planning, have been working as a group to support integration of Student Success and Support Program, Student Equity, and Basic Skills, they are currently on the fourth year of SSSP implementation. There is now more awareness on campus about the value of an Ed plan and registration priority thanks to a shift in how faculty approach and remind students to complete their 6 Steps to Student Success. Integrated planning processes are working well but could be better if committee members could do a better job of bringing information back to their constituents. Additionally, instruction and student services could talk more, especially about enrollment management. PIE committee, Integration of SSP, and program review have helped push integrated planning. The Integrated Plan (BSI/Equity/Student Success) is receiving input and approval from campus stakeholders. The completed report will be presented at President's Cabinet, and sent to the CCCCO in December.

Describe one or two accomplishments the college has achieved to date on this key element.
Accomplishments regarding integrated planning include the many activities that support a strong start for students. These include the development of a New Student Checklist, along with the 6 Steps to Student Success, implementation of the Second Year Experience Program, expansion of the MMAP Placement Tool, improving the placement challenge process, implementation of the Mathletics Program, and Summer Cruise to name a few. Another accomplishment is the provision of intrusive intervention services to students in the form of counseling hot spots, tutoring services, scaling up embedded counseling services in English and math, visiting GED and high school diploma courses at Continuing Education with faculty and students to encourage students to enroll at Mesa College. PIE, Program Review, strategic planning and consensus building around what students need create many opportunities to talk and plan for Integration.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
For the campus as a whole to see integration as an institutional responsibility, one that goes beyond student services. It can be difficult get a large group of faculty together to discuss and to fully engage with so many divergent interests. Academic Senate could better educate its members to participate in the discussions. More interconnection would allow the initiatives to work together more fluidly and cohesively. This may mean one committee, one web site, one source for campus funding (through the three budgets) and perhaps even one operational unit. The barrier may lie in the current under-representation from Instruction (the BSI Coordinator is a faculty member, rather than a dean) and maybe there's some resistance to someone from Instruction working "under" someone in Student Services.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions
Quote from survey recipient: "I am proud of where Mesa is with the integrated plan efforts for BSI|SE|SSSP. It's been fun and exciting to watch how the program has grown as a result of this effort."

Design 1-5: Inclusive Decision-Making Structures - Pre-Adoption

Please briefly explain why you selected this rating.
As models for Guided Pathways efforts, we have a strong groups working on BSI/BSSOT/Equity integration; we have institutionalized ambitious HSI grant components through strong cross-"silo" collaborations; we have an inclusive teaching and learning center which is open and encourages faculty, administrators, and staff to participate in professional learning; and Student Services has begun examining its student pathways divisionally. Through these initiatives and those related to student success and equity, Mesa has experienced a significant culture shift in our practices and expectations, such that cross-functional work informed by student, staff, faculty, and administrative voices has

become the norm. Guided Pathways will be a framework and lens for inquiry which we will integrate into our existing inquiry frameworks, work groups, and decision making processes. Existing structures reflect models of practice and are flexible and adaptable. There are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the work group decision-making policies and processes: As noted above, this structure exists but hasn't yet been directed toward Guided Pathways inquiry, planning, and implementation on an institution-wide basis.

Describe one or two accomplishments the college has achieved to date on this key element.
Over the last several years, the academic senate, student senate and classified senate have worked together to take ownership of processes that should be theirs. The administration has welcomed these efforts. Student Services, comprised of students, faculty, staff, and administrators, has begun analyzing its cohort programs to streamline support structures. Department-level analysis is likewise conducted in an inclusive manner. What we have learned is that we need better tools for visualizing complex data that has temporal and spatial qualities (what is a student's path across time, what is it like during a day, how are they moving around campus) and that we would benefit from the wisdom of leading consultants - perhaps a web series with hands-on materials with could work with on campuses. Accomplishing the titanic work of reshaping our culture so that the presumed approach to our work is cross-functional, inclusive, focused on equity and student success, and open to leadership at every level. In other words, it would be odd to approach our work in any other way.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Lack of broader participation makes things difficult, typically the same 20 people involved in everything. Some groups need to be reminded to be more inclusive at the early stages, which is usually not the norm. Our goal is to undo institutional barriers to student success now. But, this is a complex problem to be reflected upon, planned for, implemented, assessed, and improved upon in the midst of our highly impacted daily lives at the CCCs. How can we have the advantage of the best teaching and learning on Guided Pathways, packaged in a way that we can access them as needed? Institutional push back.

Design 2-5: Intersegmental Alignment - Early Adoption

Please briefly explain why you selected this rating.
Mesa has articulation agreements, several programs such as Bridges and partnerships with many colleges and universities, especially with those in our service area. In some disciplines there are partnerships with employers for clinical placements and internships. There have been meetings which have created plans between our K-12 district, Mesa and SDSU; however, at this point we have not implemented any of these changes. There has been implementation of the ENGL101/31 learning community which provides many students who would have previously been required to enroll in a basic skills class the ability to immediately move into a college level English class. Mesa has a BSI Regional Grant that works to "build a better bridge" from Continuing Education to Mesa. Articulation between CSU and UC schools is strong, whereas articulation between private and out-of-state institutions is not as developed.

Describe one or two accomplishments the college has achieved to date on this key element.
College Ready Writing Assessment (CRWA) will replace the current placement exam and be one component of our Multiple Measures placement. In addition, the chair of the English Department, Chris Sullivan is meeting with faculty from San Diego city high schools to further align curriculum to ensure students are transitioning from high school English curriculum to lower division English courses successfully. The Legacy program enables high school students to enroll in college English and math classes during their school day. The plan is to significantly increase the number of courses within the Legacy program within the next few years. We have hired a team of teaching faculty, counseling faculty, and students who are visiting CE classrooms to recruit students to Mesa. Mesa is currently

partnering with both SDSU and USD in Teacher Pipeline projects. The development of several ADT degrees is helpful to students, as it provides a clear pathway with a guaranteed admission into a CSU campus.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

To coordinate meetings between Mesa faculty can be difficult but when you add in faculty and administrators at the K-12 district and SDSU it becomes extremely difficult. It is sometimes difficult to communicate with the proper staff as well. The articulation agreements with K-12 and Continuing Education are superficial. In addition, aligned curriculum with our sister colleges creates challenges and many students do not take advantage of the articulation to receive college credit. Staying abreast of changing requirements among various institutions is always challenging, as is making sure that everyone involved is aware of the changing requirements. The grant lasts for two years, maximum, so this particular form of outreach may not be institutionalized.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

We could be doing more with industry, but we need to create an infrastructure to create the capacity/mechanism to work with industry.

Design 3-5: Guided Major and Career Exploration Opportunities - Pre-Adoption

Please briefly explain why you selected this rating.

The number of career exploration opportunities we offer is growing. Mesa is implementing structures for students' early major and career. However, currently, there is only limited exploration available through the Career Center. We have a few programs that focus on a guided major, but not enough. We need to look at our current structures, system and processes. We are not currently scaling early major or career exploration for our students. We do not funnel students into informed major and career assessment, discovery and decision path. We do not currently practice guided pathways.

Describe one or two accomplishments the college has achieved to date on this key element.

The campus has started to recognize the importance of early major and career exploration through our efforts with CTE in the region. We have career and major exploration appointments with counselors for students that can result in a variety educational planning and career preparation actions. We have begun implementing the initial steps for guided pathways. There is a program called the PACE program that could be a business guided pathway and the allied health programs are a good template for guided pathways.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Many instructional faculty might feel that a guided major is too restrictive for our students. The variety of student completion goals not fitting into the "guided pathways structure", primarily transfer students needing to take a variety courses for different universities/programs they may be applying to. Providing faculty and staff enough time and resources to commit to developing these guided pathways as Mesa is an active campus. Guided Pathways is misunderstood and many do not want to participate in the discussions. The college needs to understand career development, not just the career center or a few counselors and faculty. We are at a good stage of looking at our current structures, system and processes and aligning them with our projected goals in this area. We might need to scale up career services.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

If we want to commit to this we need to give the faculty and staff freedom and the resources to do this right. Also the instruction side needs to commit to when they will offer classes so if we make a pathway and include a class in a spring semester then that class should always be offered in spring. We need to look at models that work. Using specialist in majors and career exploration would be ideal for our students.

Design 4-5: Improved Basic Skills - Scaling in Progress

Please briefly explain why you selected this rating.
Our development of accelerated courses, curriculum redesign and professional learning continues. We've revised the English pathway (traditional pathway courses are diminishing and, at our sister college, have been all but eliminated), the ELAC pathway, and are working to revise the Math pathway. Our work has prepared the ground for clear, equitable pathways of all kinds. Mesa College is well on its way to supporting not just Basic Skills students, but all students. Additionally, our tutoring services are now specifically supporting veterans, DSPS, athletes, the STEM Center, and local high school students combined with tutoring within our math/science center, CISC tutoring, Writing Center, and Language Center. Professional learning for our tutors needs to deepen, which will certainly continue. There is already an implemented Learning Apprenticeship model framework coupled with Tutoring Cycle to help students become self-directed learners.

Describe one or two accomplishments the college has achieved to date on this key element.
Development and implementation of accelerated courses in English and Math, and co-requisite model in English (i.e.: Latino throughput to transfer level math up by 20%, African American student success has doubled in successful completion of English 1A). Basic skills acceleration pathways such as Math 92, LCOM 101 and ENGL 101/31 have improved success rates. Online "Placement Assistant" that, using multiple measures, including self-reported HSGPA has at least tripled transfer-level placement. Expansion and quality of tutoring campus-wide has been improved.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Challenges may be lack of resources and infrastructure for scaling up, though AB705 may take care of many of our concerns. Reconciling what the data suggests would be new best practices along with prior experience-based best practices. The quantity of tutors that we are able to hire to meet demand in all tutoring areas is a challenge. Classroom space for co-requisite courses is also a challenge. As with most tutoring programs across the state, we are mostly dependent on grant funding, which if removed, our program would suffer. Also, to better serve our students, we need to continue to hire and train high-quality educational professionals. In the past year, we have greatly increased the number of tutors we have; however, we need to continue to scale up to better support more students and more programs.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions
Infrastructure (classrooms--especially computer labs, which would need staffing); other tech access, like laptop carts; research dedicated to enrollment management; staffing for tutoring center outreach and clerical work; dedicated budget monitors; more faculty, etc. Scaling up/institutionalizing will require staff, more than anything. And it's hard to hire staff, even when there is funding. AB705 will help fortify and motivate change across basic skills pathways.

Design 5-5: Clear Program Requirements - Early Adoption

Please briefly explain why you selected this rating.
Many of the major paths are very specific about the program requirements. The distribution of math classes is frequently reassessed based on past and current enrollment data (including wait lists), as well as overall trends and changes in policy. Math enrollment data is analyzed on a daily basis during the primary enrollment periods and sometimes on a weekly basis otherwise. Class sections are created or canceled based largely on enrollment data and expected trends.

Describe one or two accomplishments the college has achieved to date on this key element.
The ASL Program is an example of a program that works with counseling to be able to project their sequences of offered classes. Another example is that the math department recently began producing and posting rack cards that clearly indicate sequences and clusters of math classes to be taken by students in various fields of study.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
It may take time for the effects of policy changes to be clearly seen - for example, the institution of MMAP placement and the shifting CSU position on the need for intermediate algebra as a requirement.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions
When schedules for the math department are designed, efforts are made to have the same instructor teach successive courses in sequence, thus allowing self-selected cohorts of students to study math in a more coherent fashion. The variety of math courses are usually taught every semester (we try to have more sections in the spring for classes that students tend to postpone). Almost all of our math courses are taught during summer sessions as well. Math class sections are offered on a variety of days and at a variety of times in order to accommodate the varied needs of the students. The math faculty are scheduled for their classes as early as a year out so that faculty scheduling with other colleges can be made easier; this allows for better long-term planning of class preparation, fewer last-minute alterations to the math schedule, stronger faculty morale, and greater overall stability in our course offerings (particularly with the pre-assigned instructors).

Implementation 1-6: Proactive and Integrated Student Supports - Pre-Adoption

Please briefly explain why you selected this rating.
Some conversations have started in regards to aligning processes, but we are still at the early stages. Creating better alignment and less overlap of requirements and students served could enhance the experience for students and increase overall outcomes. Currently, there are only certain programs that have begun to collaborate and coordinate with student services. Students appreciate being able to plan ahead; unfortunately, current systems in place make it difficult for students to do so. Counseling faculty are often tasked with the responsibility of looking at course scheduling patterns when creating education plans which causes frustration for students because those comprehensive education plans lack details or the plan itself is changed several times based off course availability. It is helpful for students to be able to start their educational careers at Mesa College with a plan that will allow them to determine when they can complete all their classes, in addition to determining degree and/or certificate completion. Proactive and Integrated Academic and Student Supports seem to be unevenly distributed at the moment, with on-campus students having more access than online students.

Describe one or two accomplishments the college has achieved to date on this key element.
The BSSOT Committee assists in the accomplishment of this pathway through their efforts. Conversations have started regarding the students experience as they embark on their college journey and get information regarding support programs. The Mesa Journeys team is working on collecting information to make support program information more accessible and less overwhelming, as well as

aligning the process focusing on the student experience. The counseling department has developed both a 6 Steps to Student Success and the Next Steps Document. Allied Health programs have done a wonderful job of having courses outlined and mapped out for students in the program. Integration has opened dialogue among the three initiatives, especially concerning the services provided to students at every step in the pathway. Integration has also been an opportunity to highlight for the campus the work done by the initiatives, both separately and together.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

There will be some push-back about increased intrusive counseling, but not too much. Offering courses based on classroom availability (or the lack of) might also help. The delays in the schedule development process make it difficult for students to plan ahead. More access for online students to student services could be made available as well. Working collaboratively to create large support programs that support a large number of students by joining resources and using data to inform decisions and create programs that will increase student outcomes. More interconnection would allow the initiatives to work together more fluidly and cohesively. This may mean one committee, one web site, one source for campus funding (through the three budgets) and perhaps even one operational unit. The barrier may lie in the current under-representation from Instruction (the BSI Coordinator is a faculty member, rather than a dean) and maybe there's some resistance to someone from Instruction working "under" someone in Student Services.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

It's time for us as an institution to offer courses that are based on students' needs. Currently, the systems in place make it difficult to offer courses based on need. The institution can benefit from taking a step back, analyze programs in place, and determine how each program and class benefits students. There are many programs and courses that can benefit from being reviewed and perhaps deactivated. It will help to determine when was the last time the class was offered, in addition to looking at patterns based on how the programs have done. Also, a few student services and academic support services are unavailable to online students, students wishing take their academic achievement to the next level are barred from receiving honor credit in online classes.

Implementation 2-6: Integrated Technology Infrastructure - Early Adoption

Please briefly explain why you selected this rating.

MySDCCD/Campus Solutions will give students the opportunity to create "what if" scenarios in their Ed Plans. As of now, Reg-E is the only system in place that allows students to view their schedules and grades but lacks a monitoring system in which students can view their progress and review their degree audits. Mesa has some technology tools for academic and instructional support, but there's room for improved consistency across the tools. With the implementation of campus solutions/people soft, the student will have a better understanding of their academic planning/pathway.

Describe one or two accomplishments the college has achieved to date on this key element.

Counseling faculty do a good job of working with students who were recommended for follow up services. The department takes pride in meeting with students individually to address their situation and provide intervention strategies. Mesa has updated the college website and instituted an online Orientation as part of SSSP. Also some departments are using mobile applications like "Remind" to help students with deadline, program requirements and appointment reminders. Availability of NetTutor (online tutors) inside Blackboard course shells, Instructional support and professional learning opportunities available via Zoom web-conferencing technologies. It seems like most of the Administration and faculty understand the need for a universal progress reporting system and how this aligned with college's ILOs of Communication and Information Literacy.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The possibility of having buy-in to ensure that faculty uses the system so that we can help students with their follow up and support ways to monitor students' progress. Professor use of a classroom management tool in which they update grades on an ongoing basis, so students can have access to their grades in real time in a course in which they are registered. Having students consistently using the information they are provided. Waiting for District offices to deploy systems like PeopleSoft and Canvas. One barrier that may impact progress is instability in district level IT support. Over the past several months there has been a lot of transition and it seems as though there may not be sufficient staffing resources for the implementation of several key software platforms at the same time. Some district barriers, for example, the district not allowing GradesFirst access to student records.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Hopefully once PeopleSoft is fully implemented, the campus can reignite the conversation of a universal online progress reporting system for our students and faculty. Providing feedback to our students is important.

Implementation 3-6: Strategic Professional Development - Early Adoption

Please briefly explain why you selected this rating.

We have all of the pieces in place - LOFT, programming, broad participation, staff - we need to organize our programming better and expand our offerings. Guided Pathways is in the early planning phases but, we do not have a professional learning program.

Describe one or two accomplishments the college has achieved to date on this key element.

The college can serve the professional learning needs of the campus community as it relates to Guided Pathways because it has a dedicated space for professional learning; the Learning Opportunities for Transformation was opened in April 2016 to provide strategic professional learning. Coordination of Professional Learning across campus through Professional Learning Committees and LOFT.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Challenges include is sustainable funding and designing an assessment that measures professional learning's impact on student learning outcomes.

Implementation 4-6: Aligned Learning Outcomes - Early Adoption

Please briefly explain why you selected this rating.

It depends on what is meant by aligned learning outcomes. If learning outcomes are aligned within the college, then we would be full scale, meaning that all of our outcomes are aligned with the institutional outcomes. However, as we are a district, they are NOT aligned with our sister colleges. Mesa has been working on outcomes assessment for 10 years; it is in its second cycle. We have revised the ILOs and embedded assessment into program review and resource requests. We have departmental outcomes coordinators (DOCs). We sponsor workshops to develop and teach procedures and processes. Results of assessments beginning to be used to improve.

Describe one or two accomplishments the college has achieved to date on this key element.

Institutionalizing the planning process for outcomes development and assessment; encouraging discussion of process and use of data through COA; establishing a point of contact in each department (DOCs); instituting assessment across the campus each flex week; IEPI partnership and grant. We recently reevaluated our institutional outcomes and all programs have mapped to them. In addition, at the program level, all ground level outcomes (CLOs and SSOs) are mapped to the program level.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Raising the overall quality of outcomes assessment across all programs; ability to provide professional development once grant runs out. We are also still hindered in some programs by the lack of full time faculty or staff. For example, in a one-person department, there are many other tasks that take precedent, in the mind of the faculty, over doing this task.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions
Some programs (Student Services and some Instructional) are working at maximum quality, but other areas are still in development

Implementation 5-6: Assessing and Documenting Learning - Early Adoption

Please briefly explain why you selected this rating.
All programs track outcomes, and most programs examine and use learning outcomes results to improve the effectiveness of instruction.

Describe one or two accomplishments the college has achieved to date on this key element.
All course outcomes are required on syllabi, thus providing outcomes to students within a course. Program outcomes are available in the catalog and on the OA webpage. Linking outcomes to program review has closed the loop.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
Student awareness of the outcomes assessment process (e.g., do they understand that a particular assignment is working on their critical thinking skills?). Adjunct faculty awareness of and participation in the OA process.

Implementation 6-6: Applied Learning Opportunities - Pre-Adoption

Please briefly explain why you selected this rating.
Schools have had conversations about the subject and are working on organizing and re-branding programs such as work experience. Furthermore, there are plans to develop work based learning on campus. Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.

Describe one or two accomplishments the college has achieved to date on this key element.
There is more conversation about guided pathways happening cross all disciplines. The establishment of Work Based Learning Coordinator for Strong Workforce will assist the CTE programs to either improve or create WBL opportunities for program students. (Not quite an accomplishment yet, but in the works.) Two sections of English 101 are using Service Learning this fall 2017 semester. Campus

support of Service Learning has also been identified in the Career Center.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Issues can include travel costs, textbook costs, amount of working hours given to the person managing work based learning, lack of funding, and staff support. We can help students obtain service learning opportunities and internships which can be done by scaling up career services giving us the opportunity to attract and maintain opportunities for students. Faculty are good about collaborating across programs to create contextualized learning, but it would be more beneficial for student outcomes if we had a system in which all learning on campus was contextualized for a student's major (or meta major). We do not have the system or structures in place to support campus wide WBL needs.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Some Mesa courses systematically include applied/contextualized learning opportunities, but this does not mean that Mesa is "Scaling in Progress" because currently we are not scaling.

Reflections: Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall? - Pre-Adoption

Please briefly explain why you selected this overall rating

While Mesa College has been implementing a myriad of Guided Pathways key elements and activities throughout campus, we have selected pre-adoption because we have not used a highly structured, campus wide approach to guide our efforts.

What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

Our campus could benefit from access to promising practices (including expenditure of funds), along with resources and templates that can be customized to meet our unique campus needs.