

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>● Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has selected **Scaling in Progress** for this key element. The college definitely has a robust structured governance system that works well to include all voices (including students). An example is the College Executive Committee (CEC). The CEC consists of all the constituency leaders (Co-chaired by the College President and Academic Senate President) on campus in which, recently, Guided Pathways has become a standing agenda item in which the constituency leaders are meant to share the information with their respective constituency groups. For instance, the Miramar Mangers group has received two presentations regarding Guided Pathways. Furthermore, the Planning and Institutional Effectiveness Committee (PIEC) is a participatory governance committee in which Guided Pathways is a standing item and the constituency groups are meant to share the information with their colleagues. A primary example is planning for the 2018 Planning Summit. Every year the college engages in a campuswide planning summit in which the theme for the upcoming one is Guided Pathways.

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

There are two main accomplishments the College has achieved to date. First, because of its robust structured governance system, the college is using its current structure to tackle Guided Pathways by identifying participatory governance groups to help engage in the effort. Second, there is collegewide communication on Guided Pathways by the College President and constituency leaders.

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

There are two main challenges in moving the needle on this key element. First, communication through the constituency representatives is problematic in that communication needs to be carried out faithfully, intentionally, and reliably. Second, it is unclear exactly what is meant by "Guided Pathways". In particular, 'Guided Pathways design process' is a point of concern given that the College has not explicitly engaged in Guided Pathway designs using that term. There have been different definitions and ideas of what "Guided Pathways" is, and as such the college has been working on different elements that could be considered "Guided Pathways". For example, it was pointed out by some individuals that what is meant by this is metamajors. However, this has not been discussed collegewide and there is little understanding of what this means for the college.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? None.

