

GUIDED PATHWAYS INITIATIVE PROPOSAL FORM

Complete this form for initiative and funding approval decisions on Guided Pathways proposals. Submit the completed form and accompanying documentation to Kim Palmore and Lydia Hearn with a request for a briefing meeting **at least seven days in advance of the planned Core Team Presentation date.**

2021-22 submission deadlines vary per team; Core Team presentation opportunities are available the first and third Tuesdays of each month from 2:00 -3:30pm.

Team Name	Student Focus Group
Date	August 12, 2021
Team Specialty	Ongoing qualitative data/narratives/input from students engaged in programs/communities
Initiative Name	GPSWAG: Guided Pathways Student Working Advisory Group
Team Leads	Hyon Chu Yi-Baker & Adriana Garcia
Initiative Lead	Diana Alves de Lima
Contact Information	Diana Alves de Lima: alvesdelimadiana@fhda.edu 415-706-0851
Resources / Initiative Team Members	Diana Alves de Lima, Lakshmi Auroprem, Lisa Castro and Adriana Garcia + support from the other Student Focus Group team members: Erika Flores, Mary Medrano, Hyon Chu Li-Baker and Liliana Rivera

Associated Initiatives / Prior Decisions

N/A

Alignment to Objectives

Brief description of how this initiative supports one of the Seven Core Equity Values of Guided Pathways.

We are committed to both listening to and hearing students' stories, counting them as valuable experiences that must be considered both quantitatively and qualitatively in supporting student success.

This GPSWAG proposal begins the process of institutionalizing a sustained approach to collecting and amplifying the voices and stories of students from underrepresented and underserved groups who already are engaged in De Anza communities and programs. The GPSWAG will provide narrative data that can lead to new initiatives, and feedback on proposed or ongoing initiatives can guide future work. This proposal will establish a channel to bring students voices especially those from underrepresented populations to the forefront of the conversation and decision making of Guided Pathways and beyond.

We aspire to create a culture of engagement, mutual respect, and meaningful interaction that will benefit our entire campus community.

This initiative expands the culture of engagement, respect and meaningful interaction beyond faculty, staff and administrators to students themselves. Fostering community withing the GPSAG and between the GPSAG and the larger GP community will, ideally, lead to greater engagement among more students. We seek to validate students' experiences by using their feedback to help De Anza's GP plan for the future. When we listen to students voices and reflect them in our plans, students will feel heard and valued , creating a positive college climate that will help students thrive. This initiative will serve to enhance the collective experience of the campus community to foster a culture of engagement and meaningful interaction.

Purpose and Solution

Describe the purpose behind this project/initiative. Include what problem is being solved and how this project will solve the problem. Indicate benefits and risks of proposed solution.

Purpose:

In line with the GP Core Equity Values, this project seeks to gather and amplify student voices to improve student success and the student experience at De Anza. Grounded in RP Group’s research (Student Support (Re)Defined and Guided Pathways) GPSWAG will enlist a small group of students recruited and selected from those who are already engaged in cohorts, program and communities. This group will provide rich, qualitative and narrative input, feedback, and guidance to inform Guided Pathway efforts. The GPSWAG creates a pathway and sustainable structure to ensure that students’ voices and perspectives are at the forefront of campus decisions.

Problem:

- Student surveys and quantitative data collection models and outcomes are limited in terms of both content and participation and are inadequate to help inform and shape improvements.
- Student participation in shared governance and the GP Core team is limited and inadequate, in that it is often superficial, temporary, and not representative of all students, particularly those from underserved groups.
- There is no systemic, ongoing structure to engage, gather and amplify student voices.
- Current participation and input from students do not elicit the kind of deeper narratives, especially from underrepresented groups, that can best inform our decisions and efforts.
- We need more diversity of student voices—socioeconomically, by goals, etc.

Solution:

Form an ongoing Guided Pathways Student Advisory Group to provide rich qualitative data to inform and efforts to improve students’ experience through the four GP pillars. This group will advise the GP Core Team, the Missing Voices team and other Guided Pathways initiatives at various stages of planning and implementation. The GPSAG will be diverse in terms of student demographics, identities, goals, involvement, and more. Members will be recruited from students who are already engaged in learning communities, programs and services that serve underrepresented groups. In addition to providing input and feedback, students in the GPSWAG may serve as liaisons to plan events and reach out to connect students who are not yet engaged with communities and resources they may need to be successful.

Key Activities, Timeline and Outputs

Activities	Start Date	End Date	Deliverable/Metric of Success
List key activities and steps required to achieve the project goal.	Enter start date for each key activity/step.	Enter end date for each key activity/step	List anticipated outcomes to result from this activity when successfully completed.
<p>1. Contact and Consult with Program Leaders.</p> <p>a. Identify learning communities, cohorts, programs and groups.</p> <p>b. Reach out by email/phone to leader/coordinator of each program.</p> <p>c. Meet/speak with each leader/coordinator.</p> <p>Tracking sheet: https://foothilldeanza-my.sharepoint.com/:x/g/personal/11250797_fhda_edu/EZ9Q4pnGzGpli7Z2YtTXgKk3jeR6XHp8it-4aEF5ysukA?e=LHxE4h</p> <p>Potential programs include:</p> <ol style="list-style-type: none"> 1. Athletics/FAST 2. CalWorks/OTI 3. CTE students (Autotech, Nursing, etc) 	<p>(pre-quarter)</p> <p>1a & 1b 8/23/21</p> <p>1c 8/23/21</p>	<p>(pre-quarter)</p> <p>9/6/21</p> <p>9/17/21</p>	<p>Fruitful conversations, insights, guidance on:</p> <ol style="list-style-type: none"> 1. Recruitment process, eligibility for each program. 2. What might motivate students in each group to join and sustain their participation in GPSAG. 3. Possibility of integrating participation in GPSWAG as course project. 4. Scheduling/calendars. 5. Roles and guidelines for group. 6. Student contact lists

<ol style="list-style-type: none"> 4. CASA 5. College Promise 6. DASG 7. ICC 8. DSPS (able to ID DSPS?) 9. EOPS/CARE 10. Foster Youth/Guardian Scholars 11. FYE 12. HEFAS 13. Honors 14. Impact/AAPI 15. International Students Programs 16. LEAD 17. Men of Color (MC2) 18. MPS 19. Puente 20. Umoja 21. Veterans 22. VIDA (Student Voices Conference, CYLC) 23. Women, Gender & Sexuality Ctr 			<p>7. Help recruiting and reaching out to potential GPSWAG members.</p>
<p>2. Define and document basics (for student recruiting purposes).</p> <ul style="list-style-type: none"> • Criteria for selection (create Google form: statement of interest, availability, ability to commit, groups they participate in, identities, etc.). • Roles & responsibilities. • Guidelines for coordinators, participants. • Length of term. • Schedule/Calendar. • Compensation amounts and logistics. <p>(These will be revised with input from GPSWAG students after they are on board.)</p>	<p>(pre-quarter) 9/6/21</p>	<p>(pre-quarter) 9/17/21</p>	<p>Clear guidelines and expectations for the group.</p>
<p>3. Recruit students.</p> <ul style="list-style-type: none"> • Aim for 10-15 students, representative of target/underserved populations. • Reach out to students by email then phone. • Encourage students to complete short google form (can help those who don't complete form in case this is barrier). • Get help from program contacts, other students. • Class visits. 	<p>9/20/21 (start of week 1)</p>	<p>10/15/21 (end of week 4)</p>	<p>Pool of students completing interest form reflects broad cross-section of student groups/programs/communities and is large enough to screen effectively according to established criteria.</p>
<p>4. Select Students.</p> <ul style="list-style-type: none"> ☑ Review interest forms, select pool to interview. ☑ Interview candidates. ☑ Select well-rounded group based on established criteria. 	<p>10/18/21 (beginning of week 5)</p> <p>Note: Depends how recruiting goes.</p>	<p>10/22/21 (end of week 5)</p>	<p>Initial group of 10-15 committed students established.</p>

<p>5. Determine initial agenda and priorities for group.</p> <ul style="list-style-type: none"> • Questions, topics and priorities drawn from the GP Four Pillars and RP Group Crosswalk. • Agendas determined in collaboration with students and GP leadership and work teams/initiatives. 	<p>10/25/21 (beginning of week 6)</p>	<p>Continues through life of group.</p>	<p>Clear, collaborative and thoughtful agendas and priorities for each interaction with GPSWAG members.</p>
<p>6. GPSWAG group Kickoff/Orientation.</p> <ul style="list-style-type: none"> • Schedule first meeting. • Determine what to do for students who can't attend or don't show up. • Establish community agreements. • Build energy and momentum • In addition to students, who should attend? 	<p>11/1/21 (beginning of Week 7)</p>	<p>11/5/21 (Friday of Week 7)</p>	<p>Students in GPSWAG will connect with and engage in trusting, collaborative relationships with each other and with GP leadership and work teams.</p>
<p>7. Conduct regular meetings/inteaction with GPSWAG.</p> <ul style="list-style-type: none"> • Meet with and gather input/feedback from GPSWAG • Formats include individual or paired interviews, focus groups, discussions etc. • Collect narratives on each pillar of GP • Possible capture in audio/visual format: see https://humanlibrary.org/ and https://www.defineamerican.com/ 	<p>Continuous</p>	<p>Continuous</p>	<p>GPSWAG provides rich, useful and actionable qualitative and narrative feedback.</p> <p>GPSWAG engages productively to provide useful insights and feedback.</p>
<p>8. Create and maintain feedback loop to share insights with GP Core, work teams and others.</p> <ul style="list-style-type: none"> • Provide recordings or detailed notes or transcripts or summaries • Create website, Sharepoint site, or other team and communication tool. • Maintain and update communication channels. • Some GPSWAG meetings will be open, some closed 	<p>Continuous</p>	<p>Continuous</p>	<p>GP Core Team and other GP work teams will engage with, benefit from and act upon insights provided by GPSWAG.</p>
<p>9. Organize GP Engagement & Feedback Events Organize/collaborate with others for Town Hall, Mentors, conference to channel/promote (*plan together with focus group team). Piggyback on other conferences organized by DASG, SVUC, Outreach?</p>	<p>Winter or Spring Quarter</p>	<p>Winter or Spring Quarter</p>	<p>Increased visibility and student engagement in GP initiatives.</p>

<p>10. Sustain the group/infrastructure</p> <ul style="list-style-type: none"> • Seek permanent funding. • Seek permanent Coordinator position. • Conduct continuous recruiting and promotion. • Offer incentives such as certificates, letters of recommendation. • Organize ongoing events and opportunities for students to participate. • When feasible, provide food and fun. • Educate/orient students about Guided Pathways Build sustainable traditions and procedures for onboarding and community building. 	Continuous	Continuous	The college will invest to support a sustainable infrastructure for ongoing student input, including funding and staff time.
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Assumptions

Name processes / events that must happen / “go right” in order for this project to be successful, including processes outside of the project team’s direct control.

1. **Workload/Leadership:** Team members (+ additional help?) must be able to set aside time, in addition to their full-time jobs, to coordinate and implement the key activities. We must identify at least one faculty, classified professional or administrators willing and able to set aside time to coordinate the group. Deliverables and timelines may need to be adjusted, and activities may need to be simplified or eliminated depending on team members’ availability/ability to add tasks to workload.
2. **Student Interest:** We must be able to attract and recruit a diverse group of students willing to engage and participate in GPSWAG for several quarters, willing to help sustain the effort by recruiting their replacements. This will depend on level and attractiveness of the compensation provided.
3. **Scheduling:** We must be able to find agreeable times to meet with students individually and as a group. An alternative possibility is to have a two-tier group, with “Core” members who have more time to meet, and a “Contributor” member who need more flexible schedules and could meet individually with core group and/or coordinator(s) to contribute.
4. **Content:** We will count on buy-in and collaboration with GP leadership and work teams to help determine GPSWAG priorities.
5. **Sustainability:** We will need to secure ongoing funding and staff resources to ensure that the group becomes institutionalized.

Campus Consultation and Impact Assessment

If project includes integration or negotiation with a current campus program, requires another kind of campus participation, or impacts other campus services directly or indirectly, explain how campus representatives have been engaged, including dates, participants, and campus feedback. Attach all disseminated materials. Enter N/A if not applicable.

- Initial consultation with campus programs to recruit students (forthcoming--see Activity 1.) Tracking sheet: <https://foothilldeanza->

my.sharepoint.com/:x/g/personal/11250797_fhda_edu/EZ9Q4pnGzGpli7Z2YtTXgKkKB3jeR6XHp8it-4aEF5ysukA?e=LHxE4h

- Ongoing, in-depth collaboration with existing campus student leadership groups including VIDA, DASG, ICC etc. (forthcoming, see Activity 1 and 9.)
- Consultation with GP Core and work teams to determine topics, agendas for group (forthcoming--see Activity 5 and 8.)

Index of Supporting Documentation

List any supporting documentation accompanying this proposal to support the review process, such as the strategic plan goal, project assessment, project review, or campus materials. Enter N/A if not applicable.

Background/Frameworks/Research

1. Student Experience Crosswalk: Where Student Support (Re)Defined and Guided Pathways meet (RP Group)
2. <https://www.deanza.edu/dasg/documents/Best-Practices-for-Student-Voices-in-Shared-Governance.pdf> (DASG Shared Governance Guidelines)
3. <https://www.dvc.edu/about/governance/committees/gps/student-advisory-council.html> (DVC GP Student Advisory Council— Coordinator Laura Smyrl lsmyrl@dvc.edu)
4. <https://www.deanza.edu/vida/svuc.html> VIDA Student Voice United for Change conference info
5. <https://www.cccco.edu/College-Professionals/Guided-Pathways/GP-Connect-Newsletter/Making-Sure-Students-are-Heard>
6. <https://humanlibrary.org/> Human Library Project video model to build trust, elicits stories.
7. <https://www.defineamerican.com/> Define American model to build trust, elicits stories.
8. https://www.ncda.org/aws/NCDA/pt/sd/news_article/27423/PARENT/CC_layout_details/false (Best Practices for Sustaining a Student Advisory group)
9. <https://www.cccco.edu/-/media/CCCCO-Website/Files/Guided-Pathways/gp-library-of-resources-march23-v2.pdf>
10. <https://undergrad.stanford.edu/about/vpue-opportunities-students/student-advisory-group> (Stanford VP Advisory Group)
11. <https://www.snhu.edu/about-us/newsroom/2019/06/student-advisory-board-benefits> (Southern New Hampshire U Student Advisory Group)
12. <https://ccrc.tc.columbia.edu/media/k2/attachments/what-do-students-think-guided-pathways.pdf> *What Students Think of Guided Pathways* CCRC Research Brief June 2017

Internal Documents:

1. Program Contact tracking sheet: https://foothilldeanza-my.sharepoint.com/:x/g/personal/11250797_fhda_edu/EZ9Q4pnGzGpli7Z2YtTXgKkKB3jeR6XHp8it-4aEF5ysukA?e=LHxE4h
2. Student recruiting list (forthcoming)
3. Description of students' roles and responsibilities (forthcoming)
4. Student Interest form/survey (forthcoming) see DVC model?
<https://www.dvc.edu/about/governance/committees/gps/pdfs/GP-SAC-Interest-Survey.pdf>

Off-campus Conferences, Workshops, Consultations

1. Contact [DVC GP Student Advisory Council](#) Coordinator Laura Smyrl lsmyrl@dvc.edu
2. Attend 3CSN Workshop Guided Pathways Spotlight - American River College August 27, 2021.

3. Possibly attend Stregnthening Student Success Conference Oct 13-15.

https://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2021SSSCMaterials/Files/SSSC2021_BreakoutSessionMap.pdf

Resources	Explanation
External Resources	<p>Provide rationale for seeking external resources over current internal resources. Enter N/A if not applicable.</p> <ul style="list-style-type: none"> Reach out to local businesses to provide gift cards as additional incentives to those participating in GPSWAG.

Project Funds – One-Time Funds						
<p>In this section, break out expenses by line item for new/additional <u>one-time</u> project costs.</p> <ul style="list-style-type: none"> List estimated one-time costs for implementing project, for example: recruitment or training costs, new technology, software upgrades, and one-time meeting or travel costs. Do not include existing staff compensation or costs already incurred. 						
Expense Description	Y 21-22					Total
Compensation for 10 student GPSWAG members @\$20/hr * 1 hr/wk * 36 wks* (TBD--or equivalent stipend, giftcards, bookstore vouchers, or other?)	\$7200.00					\$7200.00
Describe expense.	\$.00					\$ 0.00
Describe expense.	\$ 0.00					\$ 0.00
Describe expense.	\$ 0.00					\$ 0.00
Describe expense.	\$ 0.00					\$ 0.00
Describe expense.	\$ 0.00					\$ 0.00
Total	\$ 0.00					\$ 0.00
Explain Expenses	<p>Explain each expense listed. If this proposal intends to replace an existing solution / process, outline current costs of existing solution / process and how quickly it can be phased out. Enter N/A if not applicable.</p> <p>*This is a LOW estimate: 2 hrs/week for more students would be preferable.</p> <p>We still need to consult with GP leadership to determine compensation/incentives/logistics for students to participate in GPSWAG. Compensation must tbe enough (at least \$20/hr, or generous gift cards?) to convince low-income, busy students who need to earn money and otherwise would not volunteer. We prefer stipends to hourly pay as student assistants as completing student employment packets and timesheets may present barriers, especially for such a small number of weekly hours. and enable compensation for all students, including those without SSN, but for sustainability are open to Student Employment, Work Study, DASG funding, etc. (DASG often supports funding for student positions.)</p>					

Project Sustainability	
Project Costs after Y2021-22	<p>Explain any anticipated or ongoing project costs beyond Y 2021-22 including \$ amount, length of time, and rationale. Enter N/A if not applicable.</p> <p>In order to integrate GPSAG voices and stories as an ongoing part of college life, the college would need to commit to:</p> <ul style="list-style-type: none"> • Compensation for GPSAG members at same rate/total as determined for 2021-22. • Compensation for faculty/staff coordinators/liasons/facililators (# hours and pay to be determined.) • Dedicated time/staff member committed to coordinating this group. This could become part of a permanent position (ie incoming faculty Director of Equity?), or shared, such that the effort does not end when the person coordinating leaves.
Sustainability after Y2021-22	<p>Explain ways this initiative can be integrated into the fabric of the college without requiring ongoing funding. Enter N/A if not applicable.</p> <p>Other ideas that do not involve additional funding:</p> <ul style="list-style-type: none"> • Align student participation in group with assignments/projects in courses in ICS, Learning Communities, Social Justice Studies etc. Note: Staff or faculty would still be needed to promote/coordinate this effort. • Request DASG funding. Goals of GSWAG are closely aligned with DASG priorities. • Consider feasibility of using Work Study funding to compensate students. • Highlight non-monetary benefits of participation in GPSWAG: leadership certificate, gala, leadership skills, community, add to curricula vitae, transfer apps, connections, support, letters of recommendation, etc. (See https://www.snhu.edu/about-us/newsroom/2019/06/student-advisory-board-benefits) NOTE: This is <i>in addition to</i> monetary compensation. To attract low-income and working students, monetary compensation is essential

Please do not complete the below sections during the submission process. These sections are reserved for ongoing information gathering between reviewers and project team, as needed.

Stakeholder Review	Reviewed?	Details
Guided Pathways Leadership Team	Yes or No	Detail engagement including dates, participants, and feedback. Enter N/A if not applicable.
Guided Pathways Core Team	Yes or No	Detail engagement including dates, participants, and feedback. Enter N/A if not applicable.
Other Reviews	Yes, No, or N/A	Detail any others groups who have been engaged or consulted, including dates, participants, and their feedback. Enter N/A if not applicable.

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Final Determination on Initiative

Summary Recommendation from Review Committee:

Include proposal name, brief description, costs, funding source and division.

___ Approved

___ Not Approved

___ Approved with the following modifications:

Additional comments:

Final Approval Body

Date