



# The California Guided Pathways Project

## Readiness Assessment and Application Submission

California community colleges are invited to apply for participation.  
*Please see also the Project Description and the Project Participation Agreement.*

### OVERVIEW & SUBMISSION GUIDELINES

California community colleges (individually accredited institutions) are invited to complete and submit—**by 5 PM PT February 28, 2017**—application materials for participation in the California Guided Pathways Project. *Please note that eligibility is limited to individual colleges and does not extend to groups of two or more colleges comprising a district.*

The application materials are designed to enable both the college and the project partners/advisors to ascertain the institution's readiness for and commitment to three years of intensive work on institutional change, with primary focus on the work of designing and implementing academic and career pathways at scale — for *all* students.

#### Readiness Assessment & College Selection Timeline:

- February 28, 2017: Application materials due.
- March 20 - April 7, 2017: One-hour scheduled interviews with finalist college presidents and 3-4 other institutional leaders.
- By April 19, 2017: Project notifies colleges of selection decisions and works with selected colleges to launch advance work for Pathway Institute #1 in April, 2017.

#### Instructions for Submission of Application Materials: **by 5 PM PT February 28, 2017**

- Complete College Readiness Assessment.
- Complete Participation Agreement, signed and dated by the president/chancellor and the academic senate president.
- Email completed College Readiness Assessment and College Participation Agreement as an attachment to Rob Johnstone, Project Director, at [rob@inquiry2improvement.com](mailto:rob@inquiry2improvement.com)
- Confirmation of receipt will be provided.
- Please label your submission using the following format for the file name:  
California Guided Pathways Project Application [FullCollegeName].doc

For information regarding the application process and materials, please email Rob Johnstone, Project Director, at [rob@inquiry2improvement.com](mailto:rob@inquiry2improvement.com).

For further information about project activities and goals, see the attached project description and description of the guided pathways model.



## SECTION 1: INSTITUTIONAL INFORMATION

INSTITUTION NAME:		
DESIGNATED CONTACT PERSON/TITLE:		
CONTACT TELEPHONE:	CONTACT EMAIL:	
INSTITUTION ADDRESS:		
CITY, STATE, ZIP:		
WEBSITE URL:		
PRESIDENT'S NAME:	PRESIDENT'S EMAIL:	PRESIDENT'S PHONE:
NUMBER OF YEARS CURRENT PRESIDENT HAS HELD THE POSITION:		
PRESIDENT'S ASSISTANT:	ASSISTANT'S EMAIL:	ASSISTANT'S PHONE:
APPLICATION IS FOR PARTICIPATION BY: <input type="checkbox"/> SINGLE COLLEGE <input type="checkbox"/> MULTI-CAMPUS COLLEGE (ALL CAMPUSES) [MULTI-COLLEGE DISTRICTS MUST SUBMIT APPLICATIONS FOR INDIVIDUAL COLLEGES]		
IPEDS ENROLLMENT (FALL 2017 UNDUPLICATED HEADCOUNT CREDIT STUDENTS):		
CHECK ONE PRIMARY LOCATION: <input type="checkbox"/> RURAL-SERVING <input type="checkbox"/> SUBURBAN-SERVING <input type="checkbox"/> URBAN-SERVING		
CHECK ALL THAT APPLY: <input type="checkbox"/> HISTORICALLY BLACK COLLEGE <input type="checkbox"/> HISPANIC-SERVING INSTITUTION <input type="checkbox"/> MINORITY-SERVING INSTITUTION <input type="checkbox"/> TRIBAL COLLEGE		
CHECK ALL CREDENTIALS OFFERED AT YOUR INSTITUTION: <input type="checkbox"/> <30-CREDIT-HOUR CERTIFICATES <input type="checkbox"/> >30-CREDIT-HOUR CERTIFICATES <input type="checkbox"/> ASSOCIATE DEGREES <input type="checkbox"/> BACHELOR'S DEGREES <input type="checkbox"/> MASTER'S DEGREES		

<p><b>ACCREDITATION STATUS</b></p>	<p>CHECK ONE: <input type="checkbox"/> CURRENTLY AFFIRMED   <input type="checkbox"/> PROBATION   <input type="checkbox"/> WARNING          REGIONAL ACCREDITING ORGANIZATION:          NEXT ACCREDITATION VISIT (YEAR):</p>
<p><b>STUDENT SUCCESS INITIATIVE AFFILIATION/PARTICIPATION</b></p>	<p>CHECK ALL THAT APPLY:</p> <p><input type="checkbox"/> ACHIEVING THE DREAM  <input type="checkbox"/> ACCELERATING OPPORTUNITY  <input type="checkbox"/> ASPEN PRIZE FINALIST NETWORK  <input type="checkbox"/> COMPLETE COLLEGE AMERICA ALLIANCE  <input type="checkbox"/> BSI TRANSFORMATION  <input type="checkbox"/> BRIC  <input type="checkbox"/> CALPASS  <input type="checkbox"/> CALIFORNIA ACCELERATION PROJECT  <input type="checkbox"/> CAREER LADDERS PROJECT  <input type="checkbox"/> CLASS (CALIFORNIA LEADERSHIP ALLIANCE FOR STUDENT SUCCESS)  <input type="checkbox"/> GOVERNANCE INSTITUTES FOR STUDENT SUCCESS (ACCT)  <input type="checkbox"/> NEW MATH PATHWAYS (DANA CENTER)   <input type="checkbox"/> STATWAY®/QUANTWAY®  <input type="checkbox"/> PATHWAYS TO PROSPERITY  <input type="checkbox"/> OTHER (PLEASE PROVIDE NAME):</p>
<p><b>PERCENT OF CREDIT COURSE SECTIONS (INCLUDING BASIC SKILLS EDUCATION) TAUGHT BY FULL-TIME FACULTY IN THE FALL 2015 ACADEMIC TERM</b></p>	<p>_____ %</p>
<p><b>NAME OF THE MAJOR TRANSFER UNIVERSITY (LARGEST NUMBER OF STUDENTS TRANSFERRING FROM YOUR COLLEGE)</b></p>	

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.  
*PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.*

## SECTION 2: READINESS—THE CURRENT STUDENT SUCCESS AGENDA

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.  
*PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.*

### 1. Student Success Goals and Metrics

List in the box below the student success goals formally established for your institution. *For each goal, state the specific metric used to measure progress toward goal achievement* [If no goals have been established, simply leave this item blank.]

Are the student success goals incorporated into the institution's strategic plan?

Yes  No

Is there a formal statement of governing board support for a student success agenda?

Yes  No

Is there a formal statement of governing board direction for achieving equity in student outcomes?  Yes  No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee?  Yes  No

### 2. IEPI Student Success Goals and Progress

List in the box below the IEPI student goals established for your institution. *For each goal, provide brief summary data indicating your college's progress in achieving those goals.* [If IEPI goals were used to respond to item #1 above, please so state and otherwise skip this item.]

### 3. Data Collection and Use

Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision making, and monitoring student progress (250 word maximum):

Does your institution routinely engage in longitudinal tracking of entering student cohorts?

Yes  No If yes, briefly describe in the box below **how** and **by whom** the cohort data are used (150 word maximum):

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

Yes  No If yes, list in the box below the five metrics you consider most important:

If yes, briefly describe **how** and **by whom** at your college the metrics are used (150 word maximum):

Does your institution participate in student engagement surveys—*CCSSE* and/or *SENSE*?

Yes  No If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

*CCSSE (Community College Survey of Student Engagement):*  
*SENSE (Survey of Entering Student Engagement):*

If yes, briefly describe in the box below **how** and **by whom** the student engagement survey results are used (150 word maximum):

Briefly describe in the box below your **two best examples** of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

**4. Student Learning Outcomes** (250 word maximum)

Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

Briefly describe in the box below **how** and **by whom** assessments of learning outcomes are used. *Provide an example* (150 word maximum):

**5. Transferable Gateway Course Completion** (500 word maximum)

Describe in the box below your institution's **best work** to improve the number and rate of students who complete transferable gateway courses in English and math during their first year of college. [This might include, for example, changing placement policies, redesigning curriculum, implementing math pathways appropriate to different programs of study, etc.] Provide data!

**6. Completion and Transfer Outcomes** (500 word maximum)

Describe in the box below the results over the past 5 years of your institution's **best work** to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

**7. Labor Market Information** (500 word maximum)

Describe in the box below how and to what extent to which your institution **systematically uses current labor market data/information** to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.

Also indicate the **number and percentage of entering students** who currently experience career counseling, including labor market information as an established part of the college intake process.

## 8. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

Yes  No If yes, check all routinely disaggregated variables that apply

Race/ethnicity  Gender  Income  Enrollment status (FT/PT)

College readiness  First time ever in college

If yes, briefly describe **how** and **by whom** the disaggregated data are used (100 word maximum):

Briefly describe in the box below your institution's **most successful work to improve equity in outcomes for the college's students of color and students from low-income backgrounds**. Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

## 9. Policy Change (250 word maximum)

Describe in the box below a key policy change at the institutional level that has been critically important in your institution's student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?):

## 10. Reallocation of Resources (250 word maximum)

Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college's student success agenda.

## 11. Allocation of Resources (250 word maximum)

Briefly describe in the box below your college's significant uses of California's Student Success Initiative and Equity funding to support your college's student success and equity agenda.

**12. Achieving Scale** (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

**13. Guided Pathways Work** (500 word maximum)

Describe in the box below work currently underway at your college that is directly related to *design and implementation of guided academic and career pathways for students*.



## INSTRUCTIONS FOR SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

IN THE FOLLOWING SECTION #3,  
RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.

THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE COLLEGE LEADERSHIP  
TEAM, WORKING AS A GROUP.

ITEMS PERTAINING TO FACULTY ENGAGEMENT SHOULD BE DISCUSSED WITH FACULTY LEADERS AND  
THE COLLEGE ACADEMIC SENATE.

ITEMS PERTAINING TO GOVERNING BOARD COMMITMENTS  
SHOULD BE DISCUSSED WITH THE BOARD.

TO THE EXTENT POSSIBLE, IT WILL BE HELPFUL ALSO TO SEEK PERSPECTIVES OF OTHER GROUPS ON  
CAMPUS, AS APPROPRIATE TO THE TOPICS OF EACH SECTION.

*REMARKS SHOULD BE BRIEF NOTES (1-3 BULLETS OR SENTENCES) ABOUT PARTICULAR  
STRENGTHS OR CHALLENGES THE INSTITUTION  
MAY BRING TO THE GUIDED PATHWAYS WORK.*

*PLEASE NOTE THE SCALE PROVIDED FOR SECTION 3 RESPONSES IS INTENDED ONLY AS A  
PROMPT FOR COLLEGE DISCUSSION AND SELF-ASSESSMENT. THIS IS NOT A QUANTITATIVE  
MEASUREMENT INSTRUMENT AND SHOULD NOT BE USED AS SUCH. DO NOT AVERAGE RESULTS ACROSS  
INDIVIDUAL RESPONDENTS OR ACROSS ITEMS.*

## SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION	
LEADERSHIP	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	Assessment and Remarks
<p>College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college's academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college's service area.</p>	<p><u>Check one:</u> <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.</p>	<p><u>Check one:</u>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>College leadership is committed to a reform process that will likely take 4-5 years for full implementation.</p>	<p><u>Check one:</u>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.</p>	<p><u>Check one:</u>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.</p>	<p><u>Check one:</u>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.</p>	<p><u>Check one:</u>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the work of pathways design and implementation.</p>	<p><u>Check one:</u>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION**

**MAGNITUDE OF INSTITUTIONAL CHANGE**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

**Capacity and Commitment**

**Assessment and Remarks**

<p>Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>College is committed to integrating important and effective supports into student pathways as the alternative to typically disconnected and optional services.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>College leaders understand that pathways reforms will involve more structure and more prescription for students.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>
<p>College leaders have the will and capacity to reallocate resources at a substantial scale.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <u>Remarks:</u></p>

**READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION**

**FACULTY ENGAGEMENT**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement guided pathways for students.	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
There is commitment from the Academic Senate to support the Guided Pathways Project work. [See also signature requirements and College Participation Agreement below.]	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
At least one faculty representative is on the project leadership team.	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
College faculty are committed to reviewing, revising, and aligning course and program student learning outcomes with (1) employer-vetted career/occupational competencies and (2) primary transfer institutions' requirements to support the Guided Pathways work.	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION FRAMEWORK**

**DATA COLLECTION, ANALYSIS AND USE**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
The college IR and IT functions regularly track student participation in support services.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
The college governing board regularly sees, reviews and discusses data on student progress and success.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION**

**TECHNOLOGY**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
The college has in place technology tools to support academic planning and advising.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor's degree attainment data.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
The college has in place technology to support learning analytics.	<u>Check one:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION**

**PARTNERSHIPS**

Scale: (1) strongly disagree   (2) disagree   (3) neutral   (4) agree   (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.</p>	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>There is a pattern of trust between the college and the four-year colleges/universities at which most of the college's transfer students enroll evidenced through data sharing about student transitions and performance.</p>	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.</p>	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.</p>	<p><u>Check one:</u>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>

## SECTION 4: STATEMENT OF INSTITUTIONAL ASPIRATION AND COMMITMENT

In 500 words or less, describe in the box below why your institution wishes to participate in the California Guided Pathways Project and what your shared aspirations are for work to be accomplished through your college's participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

Indication of governing board support (describe action taken and date):

Indication of academic senate and/or faculty union support (describe action taken and date):

THE COLLEGE PARTICIPATION AGREEMENT ON THE FOLLOWING PAGES MUST BE COMPLETED, SIGNED BY THE PRESIDENT, ACADEMIC SENATE PRESIDENT, AND DISTRICT CHANCELLOR AND SUBMITTED WITH THE APPLICATION MATERIAL AND READINESS ASSESSMENT.

SUBMISSION DEADLINE IS **FEBRUARY 28, 2017**.