

Palomar College Guided Pathways Plan- Phase One

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Background

The Guided Pathways framework creates a highly structured approach to student success. The framework provides students with a set of clear course-taking patterns and wrap-around student services. Guided Pathways promotes better enrollment decisions and prepares students for success. The Guided Pathways framework is intended to integrate institutional plans and all institutional efforts in ways that make it easier for students to get the help they need during every step of their community college experience (Chancellor's Office, <http://cccgp.cccco.edu/About-Guided-Pathways>).

The Self-Assessment

In the Fall of 2017, Palomar College conducted a [self-assessment](#) to identify the college’s readiness to adopt Guided Pathways. The self-assessment was the first step in the process towards developing and offering Guided Pathways for our students. By submitting the self-assessment to the Chancellor’s Office, Palomar completed the first step as required to receive funding from the state.

This Self-Assessment intends to 1.) Serve as a learning tool for colleges to help campus constituents gather and reflect on their systems and practices in an organized and thoughtful way, 2.) Inform the CCCCO about what types of capacity building resources would help colleges engage in Guided Pathways,

3.) Provide an aggregate picture of college Guided Pathway processes with regards to inquiry, design, and implementation of key elements and how they are progressing over time. (Chancellor's Office, http://cccgp.cccco.edu/Portals/0/uploads/GP/Info_GP_Assessment_Tool_2017.pdf).

The aggregate picture includes 14 elements that the Chancellor's Office provided for self evaluations to determine how much progress we have made on Guided Pathways prior to doing the assessment. The team rated Palomar College overall as an Early Adoption college (stage 2 out of 5) in terms of our progress for Guided Pathways. The assessment tool was then approved by our various constituent groups, signed by the faculty senate, Vice President of Instruction, the President, and the Governing Board. It was then shared with the Guided Pathways Team who created the Guided Pathways Plan.

The Plan

The Guided Pathways Team is composed of Faculty, Staff, Administrators, and a student. The team met for several days in January of 2018 to put together this plan. Palomar's goal, per the Chancellor's Office directive, is to implement the plan over a five year period and move the college from Early Adoption to a full scale Guided Pathways Plan.

Palomar College recognizes the diversity of our students' educational goals. Many of our students wish to move through our system efficiently, get the courses they need to transfer or obtain a career in a reasonable time frame. Our current system has many roadblocks for these students. Palomar is developing and adopting the guided pathways framework to improve our current practices and to support students.

Vision Statement for Guided Pathways

Guided Pathways provides all students with clear course-taking patterns that promote efficient enrollment decisions and prepare students for future success.

Palomar College will:

- Offer efficient and flexible course taking patterns to meet education and career goals.
- Help students in discovering, clarifying, and choosing pathways.
- Provide support to help students navigate their path.
- Ensure a quality learning environment and facilitate meaningful relationships to support student success.

CCC GP Implementation Timeline

The Guided Pathways Plan covers four phases.

Key Elements	Phase 1: Spring 2018-Summer 2019	Phase 2: Fall 2019-Summer 2020	Phase 3: Fall 2020-Summer 2021	Phase 4: Fall 2021-Summer 2022
Inquiry (1-3)				
1. Cross-functional inquiry	X			
2. Shared metrics	X			
3. Integrated planning	X	X		
Design (4-8)				
4. Inclusive decision-making	X	X	X	
5. Intersegmental alignment		X	X	X
6. Guided major and career exploration opportunities	X	X	X	X
7. Improved basic skills	X	X	X	X
8. Clear program requirements	X	X	X	
Implementation (9-14)				
9. Proactive and integrated student supports	X	X	X	X
10. Integrated technology infrastructure	X	X	X	
11. Strategic professional development	X	X	X	X
12. Aligned learning outcomes	X	X	X	
13. Assessing and documenting learning opportunities	X	X	X	X
14. Applied learning opportunities	X	X	X	

Phase One Plan (The “Gestalt”)

Themes of phase one:

- Research and Planning
- Creation
- Communication
- Institutional Effectiveness

Key Element #1	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
<p>1. Cross Functional Inquiry - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in a broad, deep, and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	Scaling in Progress	<p>I. Bring together representative constituents to develop a Research Plan, including methodology to collect information and feedback from stakeholders, in order to inform the planning and implementation of Guided Pathways.</p> <p>II. Develop a formative evaluation plan to allow the college to evaluate, assess, and refine its efforts.</p>	<p><u>Initiatives to align with:</u></p> <p>Institutional Effectiveness Partnership Initiative (IEPI), Strategic Enrollment Management Plan (SEM), The Integrated Equity/Basic Skills/ SSSP Plan, Strong Workforce and Perkins funding planning, Workforce and Innovation Opportunity Act (WIOA) plan, STEM Innovations Grant and HSI/Title V Grant.</p> <p><u>Groups to coordinate with:</u></p> <p>Institutional Research and Planning (IRP), Minority Male Community College Collaborative (M2C3), Instructional Planning Council (IPC), The Education to Career Network of North San Diego County, Palomar's regional consortium for Adult Education Block Grant.</p>	<p>I. Research Plan was developed.</p> <p>II. Formative evaluation plan was developed.</p> <p>See element #2.</p>	Full Scale
Key Element #2	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption

<p>2. Shared Metrics - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.</p>	<p>Full Scale</p>	<p>I. Identify which metrics are needed to assess Guided Pathways.</p> <p>II. Organize existing data sources in a manner that will assist Guided Pathways efforts on an ongoing basis.</p>	<p><u>Initiatives to align with:</u></p> <p>Institutional Effectiveness Partnership Initiative (IEPI), Strategic Enrollment Management Plan (SEM), The Integrated Equity/Basic Skills/ SSSP Plan, Strong Workforce and Perkins funding planning, Workforce and Innovation Opportunity Act (WIOA) plan, STEM Innovations Grant and HSI/Title V Grant.</p> <p><u>Groups to coordinate with:</u></p> <p>IRP, Minority Male Community College Collaborative (M2C3), IPC, The Education to Career Network of North San Diego County, Palomar's regional consortium for Adult Education Block Grant (AEBG).</p>	<p>I. Metrics were identified.</p> <p>II. Data were organized and made readily available on a single webpage.</p> <p>See element #1.</p>	<p>Full Scale</p>
<p>Key Element #3</p>	<p>Current Scale of Adoption</p>	<p>Plan: Actions, Strategies, Activities, etc.</p>	<p>Existing Initiatives and Groups Involved</p>	<p>Expected Outcome</p>	<p>Anticipated Scale of Adoption</p>
<p>3. Integrated Planning - College-wide discussions are happening with all stakeholders and support/commitm</p>	<p>Early Adoption</p>	<p>I. Analyze current governance structure and determine how the Guided Pathways Plan overlaps current activities and practices and whether the current institutional structure best serves communication and</p>	<p><u>Initiatives to align with:</u></p> <p>Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u></p>	<p>I. An updated governance structure that includes Guided Pathways was developed.</p>	<p>Scaling in Progress</p>

<p>ent has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.</p>		<p>institutional effectiveness. (See #4 below).</p> <p>II. Obtain research and related data on the efficacy and use of Guided Pathways at other colleges to inform and facilitate discussions campus wide.</p> <p>III. Develop an internal and external Communication Strategy and Campaign for Guided Pathways and uniquely brand Palomar's Pathways.</p>	<p>Councils, Faculty Senate, Library, IRP, Guided Pathways assessment team, Career Technical Education, Academic Technology, Information Services (IS), Public Information Office (PIO), the Comet Exchange, and Policies and Procedures.</p>	<p>II. Visits to two other colleges with the Guided Pathways framework occurred and information was incorporated into the Communications Plan and Campaign and the Research plan. A written report from the visiting team was shared through the governance structure.</p> <p>III. A Palomar College Communications Plan and Campaign for guided pathways was developed for both internal and external audiences. .</p> <p>See element #3.</p>	
Key Element #4	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
<p>4. Inclusive Decision-Making Structures - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the</p>	<p>Scaling in Progress</p>	<p>I. Create a Guided Pathways Team composed of key leadership from constituent groups and ensure students play a key role in the progress of Guided Pathways.</p> <p>II. Engage students to determine best practices to involve them in Guided Pathways work.</p>	<p><u>Initiatives to align with:</u> Strategic Plan.</p> <p><u>Groups to coordinate with:</u> Faculty Senate, Institutional Research IRP, Planning Councils, ASG, Student Affairs, Student Services, and the Interclub Council.</p>	<p>I. A Guided Pathways Team was created.</p> <p>II. A student survey and four focus groups were executed to gather data to determine the best ways to engage students. Student survey and focus group results were disseminated and discussed within the Guided</p>	<p>Scaling in Progress</p>

<p>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. In addition, this plan strategically engages college governance bodies college-wide.</p>				<p>Pathways Team and shared with institutional councils.</p>	
<p>Key Element #5</p>	<p>Current Scale of Adoption</p>	<p>Plan: Actions, Strategies, Activities, etc.</p>	<p>Existing Initiatives and Groups Involved</p>	<p>Expected Outcome</p>	<p>Anticipated Scale of Adoption</p>
<p>5. Intersegmental Alignment - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>Early Adoption</p>	<p>Will not address during this time period</p>			
<p>Key Element #6</p>	<p>Current Scale of Adoption</p>	<p>Plan: Actions, Strategies, Activities, etc.</p>	<p>Existing Initiatives and Groups Involved</p>	<p>Expected Outcome</p>	<p>Anticipated Scale of Adoption</p>

<p>6. Guided Major and Career Exploration - (Help Students Choose and Enter a Pathway) The college has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>Pre-adoption</p>	<p>I. Develop an integrated career exploration plan.</p>	<p><u>Initiatives to align with:</u> Adult Education Block Grant, Regional Strong Workforce Plan, Strong workforce Initiative and Plan, California Career Pathways Trust.</p> <p><u>Groups to coordinate with:</u> Career Center, Counseling Department, IPC, Student Services Planning Council (SSPC) I, First Year Experience, Science Technology Education and Math (STEM) Academies, First Year Experience (FYE), Apprenticeship, Work Experience, Service Learning, Internship courses representatives.</p>	<p>I. An integrated career exploration plan was developed that connects Meta-Majors and Discipline mapping.</p> <p>See elements #8 and #14.</p>	<p>Early Adoption</p>
<p>Key Element #7</p>	<p>Current Scale of Adoption</p>	<p>Plan: Actions, Strategies, Activities, etc.</p>	<p>Existing Initiatives and Groups Involved</p>	<p>Expected Outcome</p>	<p>Anticipated Scale of Adoption</p>
<p>7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or</p>	<p>Scaling in Progress</p>	<p>I. Determine what support services exist and coordinate efforts for best practices and preparation for Guided Pathways.</p> <p>II. Align the obligations of AB705 to Guided Pathways.</p>	<p><u>Initiatives to align with:</u> Basic Skills Plan, BSI/SSSP/Equity plan, AB 705 requirements, SEM plan.</p> <p><u>Groups to coordinate with:</u> Tutoring Committee, English as a Second Language (ESL), Math,</p>	<p>I. A list of current services and gaps were identified. A recommendation for better integration and implementation was developed.</p> <p>II. A draft of an integrated plan to align AB705 and Guided Pathways for Math, English,</p>	<p>I. Scaling in Progress</p>

transfer-level math and English.			English, Reading, FYE, IRP, all instructional support centers, articulation, Occupational and Noncredit Program.	ESL, and Reading was developed.	
Key Element #8	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
<p>8. Clear Program Requirements - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. The college offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-</p>	Early Adoption	<ol style="list-style-type: none"> I. Use Backwards design to identify our meta-majors. II. Revise all Program Review Plans to include preparation for Guided Pathways. III. Start program evaluation and mapping process. IV. Develop a standard course mapping template. V. Ensure we are offering a schedule that meets the needs of students and is fiscally responsible. 	<p><u>Initiatives to align with:</u> Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u> IPC, SSPC, , Counseling the Transfer Center, Articulation, Curriculum Committee, Learning Outcomes Committee, IRP, Information Services, Academic Technology, all Planning Councils, STEM academies.</p>	<ol style="list-style-type: none"> I. Meta-majors were identified. II. Program Review and Planning forms were revised to include Guided Pathways. III. Program Mapping was completed. IV. A standardized course mapping template was developed. V. Scheduling software was purchased that allows for the creation of a more efficient schedule (AD ASTRA). <p>See elements #6 and #14.</p>	Scaling in Process

goal completion and enhanced access to relevant transfer and career outcomes).					
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
<p>9. Proactive and Integrated Student Supports - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>Early Adoption</p>	<p>I. Review the literature and examine other colleges' student support programs in Guided Pathways. Identify student support programs and services to wrap around each meta-major and pathway.</p> <p>II. Analyze orientation, registration, onboarding, educational planning, and application processes (business process analysis).</p> <p>III. Work with service areas to develop Mission Statements and Service Area Outcomes.</p> <p>IV. Create a plan that includes a timeline, designated personnel, and methods for key points in reaching out to students.</p>	<p><u>Initiatives to align with:</u></p> <p>AEBG, Regional and Local Strong Workforce, Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u></p> <p>Student Success and Equity Council, SSPC, Learning Outcomes Council, Counseling, Teaching and Learning Center (TLC), Tutoring Committee, all instructional support centers, Library, FYE, Summer Bridge, Career Center, Apprenticeship, Work Experience, Academic Technology, STARFISH team, Orientation Services, SSPC, Advising, Transfer Center, Learning Outcomes committee, IRP.</p>	<p>I. An initial plan for coordinated current services was created.</p> <p>II. The plan for the redesign of processes was completed.</p> <p>III. All service areas have mission statements and service area outcomes.</p> <p>IV. A timeline for check-ins with students was established.</p> <p>See elements #6, #10.</p>	<p>Scaling in process</p>
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption

<p>10. Integrated Technology Infrastructure - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.</p>	<p>Early Adoption</p>	<p>I. A business process analysis will be conducted to identify how we can better use and integrate technology in student services (see element #9).</p>	<p><u>Initiatives to align with:</u> Strategic Plan, SEM plan.</p> <p><u>Groups to coordinate with:</u> STARFISH team, the Strategic Planning Council (SPC), Information Services, Academic Technology, and 3C Media Solutions.</p>	<p>I. A Business Process analysis was completed (gaps were identified, and solutions were recommended to the campus).</p> <p>See element #9.</p>	<p>Early Adoption.</p>
<p>Key Element #11</p>	<p>Current Scale of Adoption</p>	<p>Plan: Actions, Strategies, Activities, etc.</p>	<p>Existing Initiatives and Groups Involved</p>	<p>Expected Outcome</p>	<p>Anticipated Scale of Adoption</p>
<p>11. Strategic Professional Development - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's</p>	<p>Early Adoption</p>	<p>I. Create and offer a PD workshop on the Introduction to Guided Pathways.</p> <p>II. Create and offer a PD workshop on using backwards design to map current programs into meta-majors.</p> <p>III. Create and offer a PD workshop to teach students, staff and faculty about our integrated support services.</p> <p>IV. Create and offer a PD workshop focused on understanding the college's data and how to use the</p>	<p><u>Initiatives to align with:</u> Integrated SSSP/Equity/BSI plan, Strategic plan, and SEM plan.</p> <p><u>Groups to coordinate with:</u> ASG, Professional Development, Education to Career Network, Councils.</p>	<p>I. A standard Introduction to Guided Pathways workshop was created and delivered online and face-to-face.</p> <p>II. A PD workshop focused on backwards mapping of courses to meta-majors was offered.</p> <p>III. A PD workshop on embedding student support services into</p>	<p>Scaling in Progress</p>

strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.		data to implement and assess the Guided Pathways Plan.		<p>the classroom was created and offered both face-to-face and online.</p> <p>IV. A PD workshop on data integration in the implementation of Guided Pathways Plan was offered both face-to-face and online.</p>	
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption
<p>12. Aligned Learning Outcomes - (Ensure Students are Learning)</p> <p>Learning Outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	Early Adoption	<p>I. Continue to work on improving course and program SLO's and assessment plans to make sure that all SLO's are appropriate and measurable.</p> <p>II. Create curriculum (outcomes) maps for programs, where appropriate. These maps include where outcomes are introduced, developed, and mastered.</p> <p>III. Realign course SLOs with ILOs and GE/ILOs</p>	<p><u>Initiatives to align with:</u></p> <p><u>Groups to coordinate with:</u></p> <p>The Learning Outcomes Council, SLO Coordinators, SLO Facilitators, IPC, SSPC.</p>	<p>I. Departments reviewed their SLO's to ensure they are appropriate and measurable.</p> <p>II. Curriculum (outcomes) maps exist for all programs where appropriate.</p> <p>III. SLOs were realigned to current ILOs and GE/ILOs.</p> <p>See elements #9 and #13).</p>	Scaling in Progress
Key Element	Current Scale of Adoption	Plan: Actions, Strategies, Activities, etc.	Existing Initiatives and Groups Involved	Expected Outcome	Anticipated Scale of Adoption

<p>13. Assessing and Documenting Learning - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>Early Adoption</p>	<p>I. Develop a procedure to share Student Learning Outcome data within and between programs in order to analyze pathway outcomes.</p> <p>II. Create models showing how programs use results of learning outcomes assessments to make changes to course and program content.</p>	<p><u>Initiatives to align with:</u></p> <p><u>Groups to coordinate with:</u></p> <p>The Learning Outcomes Council, SLO Coordinators, SLO Facilitators, IPC, SSPC.</p>	<p>I. A procedure for sharing Student Learning Outcome results across programs was developed.</p> <p>II. Models were created for training purposes.</p> <p>See element #12</p>	<p>Early Adoption</p>
<p>Key Element</p>	<p>Current Scale of Adoption</p>	<p>Plan: Actions, Strategies, Activities, etc.</p>	<p>Existing Initiatives and Groups Involved</p>	<p>Expected Outcome</p>	<p>Anticipated Scale of Adoption</p>
<p>14. Applied Learning Outcomes - (Ensure Students are Learning) Students have ample opportunity for</p>	<p>Early Adoption</p>	<p>I. Organize all representatives who are involved with applied learning to do an analysis of services and best practices with an emphasis on organization, structure and identifying the gaps in experiential learning.</p>	<p><u>Initiatives to align with:</u></p> <p>AEBG, Strategic plan, SEM plan.</p> <p><u>Groups to coordinate with:</u></p>	<p>I. An analysis of applied learning experiences was created and a recommendation for further work with</p>	<p>Scaling in Progress</p>

applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.		II. Promote and support experiential learning in the classroom.	Service learning, internships, externships, apprenticeships, career center, counseling, work experience, (ASG). IPC, SSPC, Financial and Administrative Services, Facilities, Professional Development, STEM center, ASG Student Affairs.	Guided Pathways was implemented. II. A plan was developed to promote and support experiential and active learning in the classroom. See elements #6 and #8	
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CCC GP Guided Pathways Allocations

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses.

The 2017-18 State Budget authorized \$150 million in one-time funds for the implementation of Guided Pathways. \$135 million of those funds are to be allocated to colleges. The \$135 million allocation is based on 35% total FTES, 45% total number of Pell grants awarded, and 20% equal distribution. The total allocation will be spread out over five years as follows: 25% in year 1; 30% in year 2; 25% in year 3; 10% in year 4; and 10% in year 5. Although the amount may change, here is the estimation for Palomar College:

Total 5 year allocation:	Year One (4/18)	Year Two (4/19)	Year Three (4/20)	Year Four (4/21)	Year Five (4/22)
\$1,516,425	\$379,106	\$454,928	\$379,106	\$151,643	\$151,643

Palomar College Phase One Allocation is \$379,106

Sample Categories	Anticipated %	Anticipated amount
Personnel or Release Time		
Student Participation	3%	11,373
Consultant for Business Process Analysis	16%	60,000
1.0 FTEF Reassignment Backfill	11%	40,000
Professional Development & Plan Implementation		
Prepare and Offer workshops and cover travel for Guided Pathways Professional Development	33%	125,104
Software		
AD ASTRA	32%	121,314

Other			
	Marketing and Communications Materials	5%	18,955
	TOTAL	100%	= \$379,106

HS Grades for Assessment/Placement

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

<p>The inclusion of high school grades into the assessment/placement process</p>	<p>The College has implemented multiple measures models for placing students into math, English, and reading courses. These models incorporate student academic performance information from high school, including GPA and grades in specific courses, to derive a course placement recommendation. Statewide research has shown placing students into courses using multiple measures results in more accurate placement than when placing them using a test alone. Multiple measures placement also decreases equity gaps in placement and completions. The Office of Institutional Research and Planning (IRandP) is examining the impact of the college's multiple measures models on student placement levels and course success rates.</p>
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Support Needed from Chancellor's Office

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

We would like to receive early or regular feedback from the Chancellor's office to see if we are on the right track. In addition, contact information from colleges who have made progress on various elements would be very beneficial.