Washington State Guided Pathways Implementations Work Plan 2022-2023

Guided Pathways is a framework for learning and transforming your college. In order to fully engage in this work, your college and leadership team will need to commit to significant change and continuous improvement over a long period of time. Because this type of institutional change is the aggregate of numerous large and small changes and because of the natural turnovers in staffing, it is important to create and iterate your plans, challenges, and progress transparently.

*This tool is primarily designed to help your college **describe** your progress in implementing Guided Pathways practices at scale, **reflect** on opportunities and capacity for further work, and **plan** for 2022-2023 activities. In addition, this tool will serve to **inform** the learning agenda for future statewide professional development events, coaching, and additional technical assistance, **build connections** between colleges based on their priorities, and **reinforce** your college's commitment to and progress in implementing Guided Pathways with fidelity.*

There are a number of questions based on both national research and learnings from early adopters to support colleges in thinking about what data would be helpful for planning. A great deal of outcomes and enrollment data is collected from the colleges by SBCTC and can be viewed on statewide dashboards. The state does not, however, collect college level operational data. To respond to operational data questions, you might consider local dashboards or reports, but it is also possible that your college is not collecting some of the referenced data at this time.

Please submit by emailing completed document to [Monica Wilson](#) by April 1st, 2022

Work Plan Overview and Directions

- Section 0: **Basic Information** gathers information from your college needed to identify your work plan.
- Section 1: **Implementing Large Scale Change** focuses on the college infrastructure that has been identified as essential for true college wide change to take place. These practices require continued refinement and are key to successful transformation.   Please answer all questions.
- Section 2: **Pathway Design Status Update** focuses on the creation and alignment of pathways, programs, and courses that have been thoughtfully designed and scheduled. Colleges should provide a status update on the Essential Practices identified from the 2021-2022 work plan and any other successes or needs they have experienced.
- Section3: **Pathways Design Work Plan** provides space for your college to choose one or two Pathway Design practices as 2022-2023 priorities. Colleges should complete the planning questions for each of those priority practices.
- Section 4: **Student Experience Status Update** focuses on redesigning student experiences and processes. Colleges should provide a status update on the Essential Practices identified from the 2021-2022 work plan and any other successes or needs they have experienced.
- Section 5: **Student Experience Work Plan** provides space for your college to build a work plan for one or two Student Experience practices as 2022-2023 priorities using provided planning questions.
- **Glossary**: Essential Practice and other Key Term definitions.
- **Appendix A** and **Appendix B** provide a series of reflective questions for your college to consider for each practice; these questions do not require a written response.

Section 0: Please Share Basic Information

Question	Response
College Name	Bates Technical College
Guided Pathways Work Plan College Contact Name	Steve Ashpole
Guided Pathways Work Plan College Contact Email	sashpole@batestech.edu
Guided Pathways Work Plan College Contact Phone Number	253-680-7005
Who leads the Guided Pathways work at your college?	Steve Ashpole, Vice President of Student Services Johnny Hu, Vice President of Instruction
Who is on your Guided Pathways steering committee?	Peter Speelmon, Interim Dean of Instruction Marcus Harvey, Dean of Instruction Yifan Sun, Dean of Instruction Miebeth Bustillo-Booth, Dean of Instruction Mary Neff, Curriculum and Assessment Coordinator Jon Bolas, Director of Assessment Kimberly Uphold, Director of Financial Aid Juliette Kern, Director of Student Engagement and Retention Cielito Lane, Director of Enrollment/Registrar
When did your college begin your Guided Pathways work?	September 2020
It is sometimes useful in our communications with the legislature or when supporting colleges to highlight the good Guided Pathways work being done at specific colleges. If you have a particular success (or two) that you think would make a good story, could you please share the general area and a college contact that we could connect with to learn more? (For example: Placement Reform, Amay Zing, Outreach Coordinator)	Program Mapping, Mary Neff and Kimberly Uphold

Table 1 Basic College Information

Section 1: Implementing Large Scale Change

This section focuses on the college infrastructure that has been identified as essential for true college wide change to take place. These practices will require continued refinement, but colleges are encouraged to focus on implementation this year as these foundations are key to successful transformation. Please complete all questions in this section. Definitions for *Key Terms* used in this section are provided in the Glossary.

1. Please share a status update on your college's *Purpose* in implementing Guided Pathways. Address the following in your response:
   - Share a 2-3 sentence explanation of your college purpose in implementing Guided Pathways.
   - To what extent have you aligned your College vison and goals and Guided Pathways vision and goals and to clearly communicated these throughout your college?
     Guided Pathways is providing the college the framework to examine all of our processes. It brought two areas to the forefront of our decision making proces; equity and data. We are using this framework to inform our annual planning process and incorporating this data into the process.

2. Please share a status update on your college's Guided Pathways *Committee Structure*. Address the following in your response:
   - What is your college's path for review, change, and adoption of college policies and procedures? How does your college broadly and clearly communicate this path to stakeholders?
   - To what extent has your college ensured that every standing committee has a clearly defined purpose and a mechanism for distributing information in a timely way?
     We currently have five subcommittees that report to the steering committee. Each subcommittee has a specific area of focus as identified in the 2021-22 Guided Pathways Workplan. The five subcommittees are College Success Class, Maps and Annualized Schedules, Improving Student Onboarding, Student Interventions, and Math and English Completion. Each subcommittee has at least one co-chair that is a member of the steering committee and they report out at our weekly meetings. We also have quarterly meetings with the co-chairs and the VPSS and VPI to talk progress and vision for each committee. At the beginning of the year each committee built out a document with their goals for the year and measures of success.

3. Please share a status update on your *Student Centered Practices*. Address the following in your response:
   - To what extent is there an expectation of equity framing and student centeredness in every facet of college operations? How are such expectations shared?
   - How does your college support all staff and faculty in ensuring that college activities are being carried out with a focus on equity?
     Building equity into the college culture and practice has been an important step for Bates that Guided Pathways has brought forward. We have established the Diversity, Equity and Inclusion (DEI) taskforce which is focused on equity across the campus. We have also integrated equity into all our data collection and college dashboards. This is specifically true for all Guided Pathways dashboards and data that is reviewed. As we are developing metrics to measure the effectiveness of all areas of Student Services, disaggregated data is required to be a part of those metrics. The DEI Taskforce has also implemented a series of Zoom trainings to help the college community develop skills, awareness and cultural humility to create a more inclusive workplace. Topics covered include: Creating Psychological Safety in the Workplace, Self-Awareness and Commitment to Growth, Understanding and Disrupting Racism, Engaging in Bystander Intervention Strategies, Fostering Belonging in the Workplace and Classroom, and Forging Inclusive Allyship.

4. Please share a status update on your college's *Leadership* for and commitment to Guided Pathways. Address the following in your response:
   - How has your college executive leadership been actively engaged with the Guided Pathways implementation at scale? If some segment of your leadership has not yet engaged, how will your college ensure their engagement going forward?

- Who on your college's leadership team has authority for allocating Guided Pathways funding? For setting college Guided Pathways priorities?
- How is decision making inclusive of diverse voices and communicated clearly to all college staff and faculty?
- What is your plan for continuing your college's momentum with leadership and staffing changes?
- How does your college identify formal and informal leaders across your campus to be driving forces for your guided pathways work?

  Leadership at the Executive Cabinet level is activitely engaged in the Guided Pathways process. Progress of the committee is shared regularly at our meetings. In addition, we annually devote a study session at our board meeting to update the board on the progress being made within Guided Pathways. Distribution of Guided Pathways funds is determined by the Cabinet annually. Staffing changes have caused issues this year and slowed progress in some areas of Guided Pathways. The loss of three instructional deans and a student services director (all sub-committee co-chairs) has caused some disruption in progress of Guided Pathways initiatives. However, the co-chair format has help by having an administrator still leading each committee in the midst of staffing changes. Our biggest struggle has been committee membership and getting cross-campus involvement for Guided Pathways. This has been a struggle that the VPSS and VPI recognized and are looking to see how to fix in the upcoming year.

5. Please share a status update on your college's _Engagement_ in Guided Pathways. Address the following in your response:
   - How has the college engaged a diverse group of faculty, staff, and students in the Guided Pathways implementation?
   - What evidence have you used to ensure that you have broad and deep engagement across the college and communities your college serves?
   - How have you provided opportunities for all stakeholders including community members, students, frontline staff, faculty and traditional decision makers to give feedback to leadership on guided pathways implementation efforts?

     As mentioned in the previous answer, this is an area that we need to make improvements. Guided Pathways is currently seen as an initiative of management, with limited faculty and staff involved in making the changes needed. Part of this has been impacted by the ctcLink transition the college will make in May. Faculty have been an active participant in building the program maps for each program. They were involved in every part of the decision making process and understand the importance of building a schedule within each program that limits the number of classes offered each quarter and focuses students on a path toward the goal of completion. We still have work to do to involve students and community in this process.

Section 2: Pathway Design Status Update

This section focuses on the creation and alignment of pathways, programs, and courses that have been thoughtfully designed and scheduled. Please provide a status update on any areas your college has begun working, describing progress your college has made, is making, and remaining goals in the area. Essential Practice definitions are provided in the Glossary. Reflective questions to support the development of your answers are available in Appendix A: Pathway Design Reflective Questions.

6. Please choose an Essential Practice your college included for priority in the 2021-2022 work plan by checking a box below.

   ☐ Pathways   ☐ Structured Exploratory Experiences   ☐ Math Pathways
   ☐ Outcomes Alignment   ☐ Predictive Courses   ☒ Scheduling

   - Status Update:
     - Please describe the progress college has made in the identified area.

- Describe remaining goals you have for the practice.

The college has worked with faculty of every program and streamlined courses and offerings each quarter. They have mapped out specific quarters students can start in each program and the courses to be taken based on the starting quarter. Maps include quarters for general education courses to be taken and stop out points that still provide students a credential based on specific attainment. For the upcoming year the goal will be to take the information put together for each program and build that into a map that can be easily used by students, faculty and staff to show how to progress through the program. Additionally, we plan to use the information to build an annualized schedule for clairty in quarterly course offerings.

7. If your college chose a second Essential Practice for priority in the 2021-2022 work plan, please indicate the practice by checking a box below.
   ☐ Pathways ☐ Structured Exploratory Experiences ☒ Math Pathways
   ☐ Outcomes Alignment ☐ Predictive Courses ☐ Scheduling

- Status Update:
    - Please describe the progress college has made in the identified area.
    - Describe remaining goals you have for the practice.

The VP of Instuction and Dean of Instruction have convened several meetings with Math Faculty since Summer 2022 to lay the foundations for math redesign efforts across the college. In addition, math faculty have attended several trainings. Specific examples include the following:

   - The VPI called several meetings in Summer and Fall 2022 to discuss plans and interest to launch math co-requisite courses at Bates.
   - Math Faculty and VPI attended the "Co-Requisite Math Learning Community" hosted by SBCTC on January 19, 2022.
   - Math Faculty and VPI met with faculty and administrators from Clover Park Technical College to learn about their math redesign work in technical programs on February 24, 2022.
   - Math Faculty and Dean of Instruction attended "Aligning and Articulating Math Pathways with BeDA and Math" workshop hosted by SBCTC on April 8, 2022.

8. Is there anything else you would like to share about progress made on Essential Practices not selected for the 2021-2022 work plan?
   Not at this time.

Section 3: Pathway Design Work Plan

Directions: Please submit a Work Plan for at least two Pathway Design Essential Practices. While guiding questions are provided, please be encouraged to focus where most useful given your local context and need. Essential Practice definitions are provided in the Glossary. Reflective Questions that may support the development of your work plan are available in Appendix A: Pathway Design Reflective Questions.

9. Please choose an Essential Practice for priority focus in the 2022-2023 work plan by checking a box below.
    ☐ Pathways   ☐ Structured Exploratory Experiences   ☒ Math Pathways
    ☐ Outcomes Alignment   ☐ Predictive Courses   ☐ Scheduling

10. Please respond to the planning questions below for your chosen Essential Practice.

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	Math Faculty will continue to work on developing and implementing appropriate college-level math courses that are contextualized for career training programs, including co-requisite courses.
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	Math completion rates, faculty and advisory committee feedback on math topics/skills needed in their coursework/industry.
What outcomes do you anticipate will improve based on these activities?	Student completion of degrees and certificates. Student retention. Better alignment of course content with needs of industry.
What is the schedule for implementation and/or frequency of activities?	Math Faculty will meet with program faculty to determine content of contextualized math courses in Spring 2022 and Summer 2022. New courses will be developed (existing courses will be revised) in Fall 2022. Implementation will take place upon approval by the college's Curriculum & Assessment Committee.
How will you evaluate the progress of these activities in meeting this practice?	Math Faculty, Dean of Instruction, and VPI will continue to meet at least quarterly. Regular updates will be shared at the Guided Pathways leads meetings.
How will you evaluate the impact of these activities on the college's equity goals?	We are currently in the process of developing dashboards for completion of math and English in the first year. These dashboards will allow for disaggregated data on these dashboards which will be used to see impact of changes on our equity goals.
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	This is a continuation of activities from last year.

Planning Questions	Responses
Who will be involved in implementing these activities and who has decision making authority for this implementation?	Math and program faculty and instructional deans will be directly involved in making decisions on this project and the implementation of the project. Final approval will be given by the VPSS and the VPI.
What resources will be needed and who will authorize the use of those resources?	The resources mentioned above will be provided by the VPSS and VPI. We will use guided pathways funding.
What professional development opportunities will support the college with implementation in this area?	Workshops, conferences, and gathering related to math co-requisites/math pathways held by SBCTC, other colleges, and external organizations.
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	Continue convening math co-requisite workgroup.

Table 2 Pathway Design Essential Practice Priority Area 1

11. Please choose an Essential Practice for priority focus in the 2022-2023 work plan by checking a box below.
☐ Pathways   ☐ Structured Exploratory Experiences   ☐ Math Pathways
☐ Outcomes Alignment   ☐ Predictive Courses   ☐ Scheduling

12. Please respond to the planning questions below for your chosen Essential Practice.

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	
What outcomes do you anticipate will improve based on these activities?	
What is the schedule for implementation and/or frequency of activities?	
How will you evaluate the progress of these activities in meeting this practice?	
How will you evaluate the impact of these activities on the college's equity goals?	
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	
Who will be involved in implementing these activities and who has decision making authority for this implementation?	
What resources will be needed and who will authorize the use of those resources?	
What professional development opportunities will support the college with implementation in this area?	
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	

Table 3 Pathway Design Essential Practice Priority Area 2

Section 4: Student Experience Status Update

Directions: Please provide a status update, where appropriate, for the Student Experience Essential Practices listed below. Reflective questions are available in Addendum B to support your efforts in exploring your current state.

Please share the Essential Practices from your 2020-2021 work plan. Describe the progress your college has made and remaining goals in the area. Essential Practice definitions are provided in the Glossary [insert link].   Reflective questions to support the development of your answers are available in Appendix B: Student Experience Reflective Questions [insert link].

13. Please choose an Essential Practice your college included for priority in the 2021-2022 work plan by checking a box below.
- ☐ Intake
- ☐ Educational Planning
- ☐ Progress Monitoring
- ☐ Placement

- ☐ Degree Math & English within One Year
- ☒ Engaging Students in Support of Completion
- ☐ Classroom Environment & Course Design

- Status Update:
    - Please describe the progress college has made in the identified area.
    - Describe remaining goals you have for the practice.

    This year we have hired three retention specialists that will focus on assisting students with issues that could prevent them from completion of their program. While our career advisors focus on the course worked needed to complete, our retention specialists will focus on other areas that prevent students from reaching their finish line. They will connect students with resources to provide for basic needs and create programs designed to foster connections on campus. They will make initial contact with students coming to campus by running our New Student Orientation and introduce themselves as a resource.

14. Please share the Essential Practices from your 2020-2021 work plan. Describe the progress your college has made and remaining goals in the area. Reflective questions to support the development of your answers are available in Appendix B: Student Experience Reflective Questions [insert link].
- ☐ Intake
- ☒ Educational Planning
- ☐ Progress Monitoring
- ☐ Placement

- ☐ Degree Math & English within One Year
- ☐ Engaging Students in Support of Completion
- ☐ Classroom Environment & Course Design

- Status Update:
    - Please describe the progress college has made in the identified area.
    - Describe remaining goals you have for the practice.

    This year has been a difficult year in this area to make changes. We had the retirement of two of our three career advisors along with the retirement of the director of the area. Due to these changes and the upcoming change to ctcLink, we are looking at how we can re-evaluate all the processes in this area. We have hired a new registrar that has been on the implementation side of ctcLink for the past five

years. With this experience, we plan to rebuild our advising process built around the tools provided within ctcLink. Leveraging these tools will allow career advisors to have more time to work directly with students in need and help them understand the the programs they are entering and the requirements of the programs.

15. Is there anything else you would like to share about progress made on Essential Practices not selected for the 2021-2022 work plan?
As a DG6 school for ctcLink, this preparation has impacted our work on Guided Pathways. In particular, we have made significant changes to our intake process to align with ctcLink. As we have made these changes we have used the principles of Guided Pathways to inform this process. We will continue to require new students to meet with their advisor before signing up for classes and attending the New Student Orientation. Within these processes, we have included showing students how to use the new registration process and the AAR process to track their progress toward completion.

Section 5: Student Experience Work Plan

Directions: Please submit a Work Plan for at least two Student Experience Essential Practices. While guiding questions are provided, please be encouraged to focus where most useful given your local context and need. . Essential Practice definitions are provided in the [Glossary](#). Reflective Questions that may support the development of your work plan are available in [Appendix B: Student Experience Reflective Questions.](#)

16. Please choose an Essential Practice for priority focus in the 2022-2023 work plan by checking a box below.

☐ Intake   ☐ Degree Math & English within One Year
☐ Educational Planning   ☐ Engaging Students in Support of Completion
☐ Progress Monitoring   ☐ Classroom Environment & Course Design
☒ Placement

17. Please respond to the planning questions below for your chosen Essential Practice.

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	Over the past two years the college has developed a Math Boot Camp and English Guided Self-Placement process. In the upcoming year we plan to evaluate these process and determine the effectiveness of the programs. We also will look at the process within ctcLink and how to streamline the sharing of this information to students and career advisors.
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	We have looked at student and advisor feedback on this process and noted that students are currently left wondering the next step in the placement process and unsure about which general education classes they should be taking.
What outcomes do you anticipate will improve based on these activities?	The outcomes we hope to see with changes to this process is higher numbers of students taking their gerenal education within the first year and stronger completion rates of those courses based on better placement.
What is the schedule for implementation and/or frequency of activities?	The schedule is to evaluate ctcLink this summer after goLive and how the placement process is integrated into the new system. With that

Planning Questions	Responses
	evaluation of the system completed by fall, we would build a new process during fall quarter that could be put in place during winter quarter for spring registration.
How will you evaluate the progress of these activities in meeting this practice?	This process will be evaluated against the timeline above.
How will you evaluate the impact of these activities on the college's equity goals?	We are currently in the process of developing dashboards for completion of math and English in the first year. These dashboards will allow for disaggregated data on these dashboards which will be used to see impact of changes on our equity goals.
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	These changes are being made to incorporate ctcLink into our processes.
Who will be involved in implementing these activities and who has decision making authority for this implementation?	These processes will be build by a group that includes instructional leadership, faculty, and career advisors who are the primary users of the process.
What resources will be needed and who will authorize the use of those resources?	At this time the resources needed appear to be time for the staff building the processes.
What professional development opportunities will support the college with implementation in this area?	Continued training on ctcLink. Additionally, working with other colleges that have implemented GSP for students will be important to understand how to efficiently build this process.
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	We don't see the need for assistance at this time.

Table 4 Student Experience Essential Practice Priority Area 1

18. Please choose an Essential Practice for priority focus in the 2022-2023 work plan by checking a box below.

☒ Pathways ☐ Structured Exploratory Experiences ☐ Math Pathways

☐ Outcomes Alignment ☐ Predictive Courses ☐ Scheduling

19. Please respond to the planning questions below for your chosen Essential Practice.

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	The primary goal for pathways next year will be the building of program maps that would be used by students, faculty, and career advisors.
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	We have reviewed our annual retention rates which have gone down 8% over the past four years. This drop is consistent among all student groups when broken down by gender and ethnicity.
What outcomes do you anticipate will improve based on these activities?	We anticipate improved retention of our students. This retention improvement is based on the maps providing students the critical information they need to determine their course work. This will free up career advisor to assist student that have additional questions and issues that require assistance.
What is the schedule for implementation and/or frequency of activities?	We anticipate that this will be a year long process. We are currently completing the process of making curriculum adjustments and creating an annual scheudle for each program. Once those steps have been completed, that information will be used to complete the process of developing the maps.
How will you evaluate the progress of these activities in meeting this practice?	The first evaluation will be on the completion of the maps. We will collect student input on the effectiveness of the maps and also track retention rates to see the impact of these changes.
How will you evaluate the impact of these activities on the college's equity goals?	Our retention rates are consistent across gender and ethnicity as mentioned above. We will closely track this to ensure the improved process doesn't adversely impact those groups.
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	This is not a revision but a new process around the maps that are being developed.
Who will be involved in implementing these activities and who has decision making authority for this implementation?	Program faculty, career advisors, and the marketing department will be directly involved in making decisions on this project and the implementation of the project. Final approval will be given by the VPSS and the VPI.

Planning Questions	Responses
What resources will be needed and who will authorize the use of those resources?	The staff resources mentioned above will be given by the VPSS and VPI. We will use guided pathways funds for the production of the maps that will be used to distribute to students and posted on the college website.
What professional development opportunities will support the college with implementation in this area?	We don't see the need for specific professional development in the implementation and distribution of the maps.
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	We don't see the need for assistance at this time.

Table 5 Student Experience Essential Practice Priority Area 2

Glossary of Essential Practice Definitions (In order of listing in planning tool)

Purpose
College should have a brief explanation (think elevator pitch) to relate why your college is implementing Guided Pathways, including how you see your college using the framework to address the inequities built into college structures. Although each individual on campus may have their own "why" for doing this work, your college will benefit from having a clearly defined college-wide purpose reinforced by college leaders which can be easily messaged to every person who joins your campus community.

Effective College Committee Structure
College committee structure is student centered and includes diverse voices. Each committee has a clearly defined purpose, there is minimal redundancy, and efforts are coordinated between committees. It is clear how information is shared within and between committees, and there is a clear path for the review, change, and adoption of college policies and procedures.

Student Centered
Multiple "student journeys" reflecting the communities your college serves are central to every meeting agenda, program review, funding request, and grant initiative. College strategic planning and budget processes are student centered in an equity framework which includes students and community members in all phases of planning.

Committed Leadership
College leadership is engaged in an active, ongoing way in the Guided Pathways work. Your college has succession plans which include an explicit commitment to Guided Pathways in search and hiring processes so that momentum is not lost during changes in leadership.

Engagement
Diverse groups of faculty, staff, and students are engaged in developing, implementing, and refining each Guided Pathways practice including but not limited to program/degree maps and integrated supports. Appropriate departments, work groups, or committees with broad faculty, staff, community, and student representation engage in ongoing work and provide feedback to leadership.

Pathways (Meta Majors), Programs of Study, and Program Maps
Programs of Study (clustered into Pathways) are well-designed with clearly defined learning outcomes aligned with industry identified needs and transfer pathways and are clearly mapped to guide and prepare students to enter employment and/or further education regardless of point of entry and course load. Students know which courses they should take when, are directed to default course selections designed to lead to on time completion, and are able to customize their academic plans by working with an adviser or faculty member to address their individual context.

Outcomes Alignment
Course outcomes are aligned with program and pathway outcomes, and those learning outcomes inform a default course taking framework.

Structured Exploratory Experiences
Default structured exploratory experiences have been included in the first two quarters of each program/degree map to enable each student to narrow, confirm, or change their program/degree choice. These experiences may be offered as a course, sequence of courses or be embedded in a First Year Experience course or identified program courses. These experiences should support students in exploring the world of work (through ethnographic study, building professional network access, etc.) in addition to exploring programs within their pathway.

Predictive Courses

For each Program of Study, key courses in addition to math and English have been identified that are predictive of student success in completing that specific program. This information is used to develop supports and increase the integration of inclusive teaching and learning strategies to increase success in these predictive courses and used by advisors when helping students make informed selections and/or transitions between programs of study. Please note: This is different than identifying and addressing "High Enrollment/Low Completion Classes."

Math Pathways

Required math courses have been identified that are appropriately aligned and contextualized to each Programs of Study.

Scheduling

Schedules are consistent and predictable, and are organized in a way that makes it possible for a full-time student to complete a two year degree in two years (this could include block scheduling, hyflex courses, or other flex schedule models). Courses are scheduled to ensure students are able to enroll in the courses (considering course conflicts, complementary and toxic combinations of courses, etc) they need when they need them and can plan their lives around school from one term to the next.

Intake

Every new credential seeking student is provided structured exploratory experiences (through orientation, entry advising, college success course, ethnographic experience, etc) informed by labor market information and designed to support their choice of a pathway upon enrollment, and confirm a program/degree map within no more than two quarters. Orientation and intake activities are mandatory and designed to build a sense of belonging, clarify student career and college goals, and to create a comprehensive individual education and financial plan based on program/degree maps.

Placement

Placement is an equitable, measurable, educational process that fosters a sense of belonging and prioritizes every students' access to college level curriculum.

Educational Planning

Educational Planning is mandatory, accessible, and highly engaging for all credential-seeking students. It provides meaningful information for student pathway/program decision making within two quarters. The college educational planning services monitor and provide ongoing educational plan adjustments as students progress through completion or transfer. Professional educational planners, college navigators, advisors and faculty maintain close cooperation to ensure equitable access to all programs for each student.

Degree Math and College Level English within One Year

Most students (including basic skills/ transitional studies students) earn pathway/ program appropriate college-level English and degree math credit within one year of enrollment (for part time students, within 45 credits).

Progress Monitoring

Student progress toward credential completion is monitored on an ongoing and regular basis. This information is used to inform selective admissions program entry, scheduling, course design, and educational planning policy and practice. Student progress monitoring data is used to provide frequent and regular feedback and resources to students, college faculty, staff, and administrators.

Engaging Students in Support of Completion

The college identifies when students are losing momentum in progress toward completion and has communication tools, policies and supports in place to work with students to address their identified barriers. Students who are not making progress toward accessing selective admissions programs (nursing, dental hygiene, etc) are provided relevant information regarding additional pathway options leading to a family sustaining career.

Classroom Environment and Course Design

Faculty are active partners in improving student success. Faculty provide meaningful and equitable learning experiences for all students and assess whether course design is resulting in student mastery of outcomes without disparities by race or gender. The college uses disaggregated student course outcomes data in addition to regular feedback from faculty and students to support focused professional development opportunities designed to improve instruction, course design, pedagogy, and assessment.

Appendix A: Pathway Design Reflective Questions

Reflective Questions: Pathways (Meta Majors), Programs of Study, and Program

- Approximately what percent of programs of study have been designed with defined learning outcomes that are aligned with community, industry and transfer identified needs?*
- Who is engaged in regular discussions about the alignment of program outcomes with industry identified needs and transfer pathways? (for example: faculty, students, staff, community members,…)
- Approximately what percentage of professional technical program/degree maps are complete and have been reviewed cross-departmentally to assure the inclusion of required general education courses in the first year, identify potential conflicts, and uncover complementary and toxic combinations of courses.*
- Approximately what percentage of transfer program/degree maps are complete and have been reviewed cross-departmentally to assure the inclusion of required general education courses in the first year, identify potential conflicts, and uncover complementary and toxic combinations of courses.*
- Do you have a process for revisiting completed program/degree maps?
- How do students who enter the college as English Language Learners, Adult Basic Education, or other entry programs see themselves included in the pathway on your maps?
- How do students who attend part time see themselves included in your college's program maps?
- Approximately what percentage of students are using program/ degree maps to draft their educational plan?*

Please make a note if your college does not collect this operational data but would like to work with other colleges to design a data collection method or if your college has a data collection method that you would be willing to share.

- Regarding the previous question, what data (or proxy) are you using to approximate?
- If you have access to data about which students are using program/degree maps to draft their educational plans, are there differences in populations when disaggregating by race and gender?
- If the answer to the previous question is "yes," do you have strategies to uncover reasons for the differences? If the answer to the previous question is "don't know," what are some strategies that you could employ to answer this question?
- How is information about Pathways and Programs of Study (including maps, learning outcomes and related employment and/or further education options) communicated to industry and educational partners, community, students, staff, and faculty?
- How are pathways, programs of study, and schedules communicated to potential students? At what point(s) in their engagement with the college are they communicated?
- What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

Reflective Questions: Structured Exploratory Experiences

- Approximately what percent of program/degree maps include a structured exploratory experience.*
- Approximately what percent of students enroll in a structured exploratory experience? *
- What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

Reflective Questions: Predictive Courses

- Approximately what percent of programs of study have been analyzed to identify predictive courses?*
- What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

Reflective Questions: Math Pathways

- Disaggregated by race and gender, approximately what percent of students are enrolling in a math course that is aligned with their program of study?*
- What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

Reflective Questions: Scheduling

- Does your college publish a two year course schedule?
- How many quarters beyond their first term is a student able to schedule (not register) their academic plan?
- What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

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Appendix B: Student Experience Reflective Questions

Reflective Questions: Intake

- Briefly describe any pre-registration career exploration online tools (e.g., quick career interest inventory linked to pathways) your college is currently using.
- Approximately what percentage of new credential seeking students are using pre-registration career exploration online tools?*
- If you have access to data about which students are using pre-registration career exploration online tools, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?
- Briefly describe any educational financial planning structured activities your college is currently offering.
- Approximately what percentage of new credential seeking students are participating in educational financial planning structured activities?*
- If you have access to data about which students are participating in educational financial planning structured activities, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?
- Briefly describe any college and program student orientation activities including introduction to college support networks & programs that your college is currently offering.
- Approximately what percentage of new credential seeking students are participating in college and program student orientation activities including introduction to college support networks & programs?*
- If you have access to data about which students are participating in college and program student orientation activities including introduction to college support networks & programs, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?
- Briefly describe any entry advising discussions exploring interests and range of choices your college is offering.
- Approximately what percentage of new credential seeking students are participating in entry advising discussions exploring interests and range of choices?*
- If you have access to data about which students are participating in entry advising discussions exploring interests and range of choices, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?
- Briefly describe any college success course or structured career exploration activities completed within first two quarters that are being offered by your college.
- Approximately what percentage of new credential seeking students are participating in a college success course or in structured career exploration activities completed within first two quarters?*
- If you have access to data about which students are participating in a college success course or in structured career exploration activities completed within first two quarters, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?

Please make a note if your college does not collect this operational data but would like to work with other colleges to design a data collection method or if your college has a data collection method that you would be willing to share.

- Briefly describe any program related labor market information, data, and/or tools that your college is currently using to help students explore their pathway, career, and college options.
- Approximately what percentage of new credential seeking students are using program related labor market information, data, and/or tools provided by the college to help explore their pathway, career, and college options?*
- If you have access to data about which students are using program related labor market information, data, and/or tools provided by the college to help explore their pathway, career, and college options, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?
- Briefly describe any other tools or activities that your college is currently offering to help students explore their pathway/ career/college options?

Reflective Questions: Placement

- How are details about the process and implications of the placement process communicated to students?
- How does your college support student access to all mechanisms of placement for every student? If your college does not, what strategies can you use to address the systemic barriers to access?
- How does your college collect student feedback about their experience in the placement process? How is that information shared and used to inform practice?
- What percentage of new degree seeking students are being placed directly into the first college level, program appropriate math course or higher?* If you have access to data about which new degree seeking students are being placed directly into the first college level, program appropriate math course or higher, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?
- What percentage of new degree seeking students are being placed directly into the first college level, program appropriate English course or higher?* If you have access to data about which new degree seeking students are being placed directly into the first college level, program appropriate English course or higher, are there differences in populations when disaggregating by race and gender? If yes, do you have strategies to uncover reasons for the differences?
- What, if any, data is being used to assess the equity of your college placement process?*
- What, if any, data is being used to assess the efficacy of your college placement results?*

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* *Please make a note if your college does not collect this operational data but would like to work with other colleges to design a data collection method or if your college has a data collection method that you would be willing to share.*

Reflective Questions: Educational Planning

- Are all degree seeking and Transitional Studies students required to participate in educational planning?
- Approximately what percent of students participate in first quarter educational planning?*
- If not all students participate in first quarter educational planning, who is not required to participate and what are the demographics of this population?
- How often are students required to participate in educational planning?
- Approximately what percent of students participate in educational planning every quarter through completion or transfer?*
- If not all students participate in full program educational planning every quarter through completion and/or transfer, who is not required to participate and what are the demographics of this population?

Reflective Questions: Outcomes Alignment

- To what degree have course outcomes been aligned to programs of study? How do you know?
- What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

Reflective Questions: Degree Math and College Level English within One Year

- Disaggregated by race and gender, what percent of new degree seeking students successfully completed a pathway appropriate college level English course within their first year?*
- Disaggregated by race and gender, what percent of new degree seeking students did not enroll in any English their first year?*
- Disaggregated by race and gender, what percent of new degree seeking students enrolled directly into a college level English course as their first English course within the first year? Include students who are enrolled in a corequisite or bucket course that allows for completion of a college level course.*
- Disaggregated by race and gender, of new degree seeking students who enrolled directly into a college level English course as their first English course what percent successfully completed a college level English course within their first year?*
- Disaggregated by race and gender, what percent of new degree seeking students enrolled in a stand-alone precollege English course within their first year?*
- Disaggregated by race and gender, of new degree seeking students that started in a stand-alone precollege English course what percent enrolled in a college level English course within their first year?*
- Disaggregated by race and gender, of new degree seeking students who enrolled in a stand-alone precollege English course and then enrolled in a college level English course within their first year, what percent successfully completed a college level English course within their first year? *
- Disaggregated by race and gender, what percent of new degree seeking students successfully completed a pathway appropriate college level Math course within their first year? *

Please make a note if your college does not collect this operational data but would like to work with other colleges to design a data collection method or if your college has a data collection method that you would be willing to share.

- Disaggregated by race and gender, what percent of new degree seeking students did not enroll in any Math their first year? *
- Disaggregated by race and gender, what percent of new degree seeking students enrolled directly into path appropriate college level Math course as their first Math course within the first year. (include students who are enrolled in a corequisite or bucket course that allows for completion of a college level course) *
- Disaggregated by race and gender, of new degree seeking students who enrolled directly into a college level Math course as their first Math course what percent successfully completed their first degree Math course within their first year. *
- Disaggregated by race and gender, what percent of new degree seeking students enrolled in a stand-alone precollege Math course within their first year. *
- Disaggregated by race and gender, of new degree seeking students who enrolled in a stand-alone precollege math course what percent then enrolled in pathway appropriate college level Math course within their first year? *
- Disaggregated by race and gender, of new degree seeking students who enrolled in a stand-alone precollege math course and then enrolled in a path appropriate college level math course within their first year, what percent successfully completed a pathway appropriate college level Math course within their first year. *

Reflective Questions: Progress Monitoring

- In the table below check types of information being collected and analyzed for progress monitoring.*

	College is tracking this data.	College is disaggregating this data by race, gender and income.	College is using this data to inform selective admissions program entry processes, scheduling and educational planning.	College is using this data to provide frequent feedback to students, advisors, and instructors.
Number of students in each Pathway and how many students are engaged in a structured exploration experience for their Pathway				
Number of quarters between college enrollment and confirmation of a Program of Study for all credential-seeking students				
Which program every credential-seeking student is in and percent of credits completed toward their identified credential, certificate or degree				
Number of students by program that transition between programs of study and exit the college before completion.				

- With regards to your responses in the table above, how is data being used to inform change at your college?

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Reflective Questions: Engaging Students in Support of Completion

- How does your college identify students losing momentum in a class or on their educational plan toward their credential goal?
- What college strategies are designed to support the student regaining their momentum? Who is responsible?
- Approximately what percentage of students that are pursuing a selective admissions program are accepted?*
- Approximately what percentage of students that are pursuing a selective admissions program transition to another program?*
- Approximately what percentage of students that are pursuing a selective admissions program exit the college altogether prior to and after admission?*
- When you disaggregate your college's data about students that are pursuing a selective admissions program by race and gender, what gaps exist?

- Disaggregated by race and gender, approximately what percent of students that are pursuing a selective admissions program who are not making appropriate progress to be accepted are offered assistance to redirect them to another more viable path to a credential and a career?*

Reflective Questions: Classroom Environment and Course Design

- How are course design, assessment, and grading expectations set and communicated to all faculty?
- How is course progress communicated to students?
- How often is course progress communicated to students?
- How are course outcomes communicated to students?
- How is disaggregated student outcomes data used to focus professional development resources and engagement?

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* *Please make a note if your college does not collect this operational data but would like to work with other colleges to design a data collection method or if your college has a data collection method that you would be willing to share.*