

Guided Pathways Implementation Work Plan | 2021-2022

Guided Pathways is not an initiative or even a set of transactional modifications to existing policies and practices but rather 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 work requires a collective effort by your entire college.

This tool is primarily designed to help your college:

- **Assess** how far along you are in implementing essential Guided Pathways practices at scale
- **Plan** for scaled implementation and iteration in areas where additional work is needed
- **Monitor** your progress toward scaled implementation

In addition, this tool will serve to:

- **Inform** the learning agenda for future statewide professional development events, coaching, and additional technical assistance
- **Reinforce** your colleges commitment to and progress in implementing Guided Pathways with fidelity.

* Required

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5. Who leads the Guided Pathways work at your college?

We have a steering committee and three subcommittees (Curriculum and Learning; Scheduling and Mapping; Onboarding and Advising)

6. Who is on your Guided Pathways steering committee?

Steve Ashpole, VPSS; Johnny Hu, VPI; Cielito Lane, Registrar; Kimberly Uphold, Director of Financial Aid; Bob Traufler from his role as Registrar to the Director of Student Advising, Outreach and Conduct; VACANT, Instructional Dean; Josh Clearman, Instructional Dean, Tiffany Williams; Instructional Dean; Jon Bolas, Director of Institutional Research; Mary Neff, Curriculum and Assessment Coordinator; Chelsea Lindquist, Assistant Director of Communications and Marketing

Workplan Instructions

Transformation via the Guided Pathways framework is not a linear process whereby your college can implement one practice after another in succession. Due to each college's unique context, your college may be prepared to move to scale quickly on some practices while still being in the initial planning stages of others. However, each college will need to take stock and begin initial planning for each practice while planning for significant progress in those identified as priorities. Quantitative and qualitative data should be used to clarify priority practices and demonstrate progress. Imaginative solutions based on your college strengths, context and culture will be required. The workplan is divided into three sections.

"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. Although these practices will require continued refinement, colleges should plan for full implementation this year. These foundations are key to successful transformation of the college. All colleges are required to complete this section.

"Pathway Design": This section focuses on the creation and alignment of pathways, programs, and courses that have been thoughtfully designed and scheduled.

PART 1: For each practice in the **"Pathway Design"** section, colleges should respond to ALL QUESTIONS. If your college is unable to respond to some of the prompts due to lack of available data, a plan for data collection, analysis, and reporting should be reported.

PART 2: Choose **AT LEAST 2 PRIORITY PRACTICES** from the **Pathway Design** section for 2021-22. You will be asked for additional detailed information about planned activities in the priority practice areas.

"Student Experience": This section focuses on redesigning student experiences and processes.

PART 1: For each practice in the **"Student Experience"** section, colleges should respond to ALL QUESTIONS. If your college is unable to respond to some of the prompts due to lack of available data, a plan for data collection, analysis, and reporting should be reported.

PART 2: Choose **AT LEAST 2 PRIORITY PRACTICES** from the **Student Experience** section for 2021-22. You will be asked for additional detailed information about planned activities in the priority practice areas.

Filling out this work plan with fidelity is meant to be a challenging and rewarding inquiry based process. It should represent significant reflection and plans for college wide transformation, and input from multiple stakeholders with a variety of experiences and expertise including students is important. This work plan should not represent a single author's vision of what your college should do nor should individual practices be written by individuals or groups with their ideas siloed from the rest of the college.

A Note About COVID-19

NOTE ABOUT COVID-19: Your college's new learning and the ongoing impacts to campus operations as you return to campus will affect your college's priorities in the coming year. Your college may need to consider these opportunities and limitations to ensure that you are able to make progress on whichever practices you choose as priority practices.

Section 1: Implementing Large Scale Change – Steve

This section focuses on the college infrastructure that has been identified as essential for true college wide change to take place. Although these practices may require continued refinement, colleges should plan for full implementation this year. All colleges should fully complete this section.

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.

7. Share a 2-3 sentence explanation of your college purpose in implementing Guided Pathways.

Bates is implementing Guided Pathways to reduce student barriers and improve enrollment, retention, and completion. Guided Pathways is a nationally proven approach to improve results in these areas of the college. Bates will use data to determine barriers and equity gaps at the college and how to build our Guided Pathways approach to address these issues.

8. How will you ensure that College and Guided Pathways vision and goals are aligned and clearly communicated throughout your college?

As a college we have taken our goals that are built into our Guided Pathways plan and incorporated those goals into our college strategic plan and annual departmental work plans. This information is communicated in a variety of methods. Guided Pathways updates are given in every staff development days and are a standing item in College Board of Trustees meetings and the monthly Leadership Listening Sessions.

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.

9. What is (or will be) the college's clear path for review, change, and adoption of college policies and procedures? How does (or will) your college broadly and clearly communicate this path to stakeholders?

The college has a clear commitment from the Cabinet, leadership in instruction, and leadership in student services. We have built a structure of a steering committee and subcommittees. The subcommittees include broad campus representation. Subcommittees report up through the steering committee. Guided Pathways is a standing report for Cabinet, Leadership Listening sessions, and quarterly staff and faculty trainings.

10. How has (or will) your college ensure that every standing committee has a clearly defined purpose and a mechanism for distributing information in a timely way? If some committees do not, what process will you use to create them?

Each subcommittee has a clearly defined charge that is reviewed with chairs in quarterly meetings with the Guided Pathways leadership. Each subcommittee has the methods outlined above for distribution of information.

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.

11. How are (or will) expectations of equity framing and student centeredness in every facet of college operations (be) shared?

The college is in the process of moving equity back to the forefront on campus. After a couple years without a group focused on this work, the president commissioned the DEI Taskforce to bring the discussion of equity back to the forefront of college planning. From the perspective of Guided Pathways we have started the process to pull data forward and use that data in our subcommittee discussions and planning.

12. How does (or will) your college support all staff and faculty in ensuring that every college activity is being carried out with a focus on equity across the student journey?

The first step in this process is the formation of the DEI Taskforce. The college has also created public dashboards that allow for disaggregated data to be pulled in a variety of different areas. We are now building program review processes (both instructional and student services) that require the examination of this data to determine impacts on underrepresented and marginalized groups. With this examination comes the expectations to bring forth change that reduces equity gaps.

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.

13. 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?

Leadership for this project is occurring at the Cabinet level. The VPSS and VPI are leading this project and gather the Steering Committee together monthly. Guided Pathways is a

standing topic on the bi-weekly Cabinet Meeting to provide updates on progress. Each campus instructional dean is a member of the steering committee along with all student services directors and deans.

14. Who on your college's leadership team has authority for allocating Guided Pathways funding? For setting college Guided Pathways priorities?

The VPSS is the budget authority for Guided Pathways. However, decisions on spending for this budget occur at Cabinet level in order to get campus buy-in and the direction of the president for this spending. Priorities are set by the VPSS and VPI. The same process within Cabinet is used to get buy-in on priorities as is used for the budget.

15. How is decision making inclusive of diverse voices and communicated clearly to all college staff and faculty?

Input on decision making is taken from the committee structure of Guided Pathways at the college. All three subcommittees are made up of a diverse group of employees with representation from all areas and workgroups on campus. Input from the subcommittees is brought up to the steering committee. Progress on work plan goals and determination of next steps is made by the steering committee with the input provided by the subcommittees.

16. What is your plan for continuing your college's momentum with leadership and staffing changes?

The committee structure with co-chairs of the VPSS and VPI allow for change in leadership where one member can leave and the other will carry on until hiring is completed. This will occur this spring with the retirement of our VPI. In addition, the report out to the Cabinet keeps us moving forward. Each subcommittee also has a co-chair structure with one chair from instruction and one from student services. This should allow the work to continue even when one of the leaders moves on.

17. How does your college identify and engage diverse representation of formal and informal leaders from across the college and communities served?

We have intentionally build our subcommittees to include diverse representation in each one. As a college we have just established a DEI Committee to address this work at the college level. We will be looking at how to connect our Guided Pathways work to this committee to ensure we are working together to evaluate barriers and equity gaps in a unified method.

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.

18. How has the college engaged a diverse group of faculty, staff, and students in the Guided Pathways implementation?

Our main method of engagement for faculty and staff is through our subcommittee work. These groups are charged with determining how we do this work and giving direction and feedback. As mentioned earlier we are looking at how we engage our newly formed DEI Committee to help us examine this work. We are starting our student engagement in this work this spring. This is starting with administering the CCSSE survey for the first time in five years. Once we complete the survey and receive the results we will determine gaps the students have identified and how to involve students in helping us address the issues brought forward.

19. What data have you used to ensure that you have broad and deep engagement across the college and communities your college serves?

We have been in process of rebuilding all of our data dashboards since the college lost all this information due to a cyberattack in July 2019. We have been able to build some dynamic dashboards that are helping us with this work. All of the dashboards we have built allow us to disaggregate our data so we can dive into the data and determine equity gaps. Some of the new dashboards focus on Retention, Completion, SAI points, Enrollment, and Job Placement. All of these can also be broken down by program. These dashboards are now being incorporated into program review and annual work plans to ensure this data is at the front of our decision making.

20. 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?

One of the primary methods we provide for feedback from all college stakeholders is our monthly Leadership Listening Sessions. These sessions allow staff to anonymously submit questions about any topic on campus. Included in these sessions are updates from key areas of the college. Guided Pathways is a standing topic in these meetings and an update is always given. Feedback from community members is currently a gap we have in our feedback loop that we need to look into and address.

Section 2: Pathway Design

This section focuses on the creation and alignment of pathways, programs, and courses that have been thoughtfully designed and scheduled.

For each practice in this section, colleges should respond to ALL QUESTIONS. If your college is unable to respond to some of the prompts due to lack of available data, a plan for data collection, analysis, and reporting should be reported.

Choose **AT LEAST 2 PRIORITY PRACTICES** from this section for 2021-22. You will be asked for additional detailed information about planned activities in the priority practice areas. Priority areas are highlighted in yellow.

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.

21. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

Bates career programs are well designed and aligned with industry needs using advisory committee input and encouragement to seek programmatic accreditation. Student learning outcomes exist for every program and periodic program review is used to prompt program improvement.

Pathways mapping is in early stages of development. With the majority of college offerings in career technical associate degree programs, students rely heavily on the programs of study and a recommended sequence of required classes.

Along with the ongoing development of pathways maps, pathways committee leaders have identified the need to create annual course schedules, clear program entry points, and clear off-ramps to certificates, degrees, with transfer options. Maps will include general education requirements and opportunities for work-based learning.

PROGRAM MAP DESIGN

22. Approximately what percent of programs of study have been designed with defined learning outcomes that are aligned with community, industry and transfer identified needs?

81-100% xxx

23. Who is engaged in regular discussions about the alignment of program outcomes with industry identified needs and transfer pathways?
- Faculty - xxx**
 - Students
 - Staff
 - Community Members - xxx**
 - Other – Programmatic accreditors xxx**
24. 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 course combinations.
- 0% -xxx**
25. 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 course combinations.
- 0%- xxx**
26. If initial drafts are completed, please submit links (separated by commas) for 2-3 samples of completed professional technical and transfer program/degree maps.
- No initial drafts are available.

PROGRAM MAP USABILITY

27. 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?
- As part of the development of Pathways maps, the developmental sequences will be included in the maps.
28. How do students who attend part time see themselves included in your college’s program maps?
- Currently, all programs are built and designed for full-time attendance. Included in our efforts to improve access through class scheduling are efforts to provide opportunities for part-time students.
29. Approximately what percentage of students are using program/ degree maps to draft their educational plan?
- 0% - xxx**
30. Regarding the previous question, how do you know?

Programs of study (POS) are built for all programs. These plans are simply a recommended sequence of required courses which are shared with students during their required initial advising appointment prior to registration for their first quarter at the college. Career advisors use these in later meetings as well. However, fully built degree maps are needed to meet the intent of Guided Pathways.

31. When disaggregating by race and gender, are there differences?

Don't know. - xxx

32. If the answer to the previous question is "yes," what is your plan to uncover why that is happening? If the answer to the previous question is "don't know," what is your plan to collect that data?

The College is utilizing the Guided Pathways plan to build out a customer resource management tool (Engage2Retain) which will enable the college to obtain this data for use in analyzing and improving outcomes.

PROGRAM MAP COMMUNICATION

33. 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?

Program advisory committee meetings are the primary vehicle for communicating information to our industry partners. Students, staff, and faculty rely upon information published on the College's website. Guided Pathways Steering Committee and sub-committee meetings are also used to provide opportunities for information dissemination. Division leaders in Instruction and Student Services are asked to use their regular department meetings to extend communication to all stakeholders.

34. 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?

The college utilizes active and passive means to communicate with potential students. Our outreach specialists engage with city, county, and state agencies to inform partners of educational opportunities available. The College utilizes the website to drive potential students to information about careers, programs, admission, and enrollment.

35. What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

With Engage2Serve, we are building processes to track all plans built. As one of the last Colleges in the ctLink deployment, milestones have been built into the software and data will be examined during Guided Pathways committee meetings.

36. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes - xxx

37. Has your college selected "Pathways (Meta Majors), Programs of Study, and Program Maps" as one of your priority areas? *

Yes

Priority Area Questions: Pathways (Meta Majors), Programs of Study, and Program Maps

38. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.

- Working program-by-program to complete program maps
- Develop data dashboard to identify toxic classes
- Develop an annual schedule
- Revise recommended sequence of courses to encourage the completion of math and English in the first year of study.

39. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?

The College has no outcomes data associated with this practice. The Guided Pathways Steering Committee views this practice as a foundational requisite to the work plan. Once full program maps have been built, data will be collected and analyzed to track the efficacy of the mapping efforts.

40. What outcomes do you anticipate will improve based on these activities?

The College expects these efforts to result in higher student retention, persistence, and completion.

41. What is the schedule for implementation and/or frequency of activities?

This work plan places this practice as a priority and program maps will be built for all programs June 2022.

42. How will you evaluate the progress of these activities in meeting this practice?

A schedule of program mapping will be built to incrementally complete this task. The Guided Pathways Steering Committee will take responsibility for tracking progress and enduring the project's completion.

43. How will you evaluate the impact of these activities on the college's equity goals?

The Guided Pathways committee will examine program completion and retention through disaggregated data. We currently have dashboards built that measure this data program.

44. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?

N/A

45. Who will be involved in implementing these activities and who has decision making authority for this implementation?

Faculty from every program will work directly with their dean to build program maps that reflect the pathway of the current curriculum. This process will also allow for examination of the current course schedule with an eye on building out an annual schedule.

46. What resources will be needed and who will authorize the use of those resources?

The college will work with faculty to determine appropriate compensation for this work. This will include creating time and compensation for faculty to create maps and when courses are offered.

Outcomes Alignment

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

47. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

We have not yet developed career pathways outcomes. Therefore, course outcomes are not yet mapped to career pathways outcomes.

48. To what degree have course outcomes been aligned to programs of study? How do you know?

To a large degree, course outcomes have been aligned to the program of study. When curriculum is submitted for an addition or change, staff include institution, program and

course outcomes which are then reviewed by the Curriculum and Assessment Committee to ensure alignment.

49. What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

At this point, we only have data on what types out outcomes are in each program and across campus. We are in the process of surveying staff about how they track student learning outcomes to inform their practice. We will then develop a training/work plan to collect the data and a system to track learning, curriculum changes due to data and results of said changes.

50. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes

51. Has your college selected "Outcomes Alignment" as one of your priority areas? *

No

Priority Area Questions: Outcomes Alignment

52. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.
53. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?
54. What outcomes do you anticipate will improve based on these activities?
55. What is the schedule for implementation and/or frequency of activities?
56. How will you evaluate the progress of these activities in meeting this practice?
57. How will you evaluate impact of these activities on the college's equity goals?
58. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?
59. Who will be involved in implementing these activities and who has decision making authority for this implementation?
60. What resources will be needed and who will authorize the use of those resources?

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.

61. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

As a technical college with a primary instructional delivery model aligned with career/technical education, our programs are designed to provide a career pathways from the initial quarter of entry. Elective courses at the college are limited to general education fulfillment, rather than career exploration.

The college has partnered with a local non-profit to develop a career exploration process for students who apply to the college as undecided. Once completed, the student would discuss options with career advisors utilizing advising meetings (program choices) and work with program faculty (career options post-graduation).

The college is also in the process of developing a college success class that has two components. The first component is focused on navigating college and the second is around career exploration within the pathway they have chosen. Our goal is to run the pilot of this course in winter 2022.

Additionally, many career/technical education programs or allied health programs have utilized the majority of available degree credits to ensure lab and clinical options are in place to fulfill competency (i.e. welding) or accreditation requirements (i.e. nursing)

62. Approximately what percent of program/degree maps include a structured exploratory experience.

0% - xxx

63. Approximately what percent of students enroll in a structured exploratory experience.

0% - xxx

64. What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

Once developed, we have dashboards that will measure retention. Additionally, CCSSE and other student surveys can be used to evaluate effectiveness and student experience

65. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes - xxx

66. Has your college selected "Structured Exploratory Experiences" as one of your priority areas? *

No

Priority Area Questions: Structured Exploratory Experiences

67. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.

Planned activities include creating a course which combines exploratory sequences and student success strategies within a Humanities course. This would allow students upon completed of the course to meet 3 goals (student success strategies, career exploration, and general education completion). Students who have previous college experience would be able to move forward with a general humanities course.

68. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?

Quantitative data sets are not yet fully built into our advising systems as we're redesigning for our move to ctcLink. Qualitative data from staff, faculty, and students has identified that student support initiatives especially college knowledge/hidden rules, and digital literacy are key factors to ensure student retention and resilience. As the college transitions to a new student management system and aligns advising with guided pathways, additional qualitative measures will be created and implemented

69. What outcomes do you anticipate will improve based on these activities?

Successful integration of exploratory sequences and student success into quarter 1 or 2 program sequences allows students the ability to build success skills while also meeting general education requirements that will serve in alternate programs during subsequent quarters should as student choose to change as a result of the exploratory sequence course.

70. What is the schedule for implementation and/or frequency of activities?

Courses are in development now and will be submitted through the college's curriculum approval committee. Courses would be offered each quarter in all meta-major programs. We anticipate a first offering by Fall or Winter of 2021-2022

71. How will you evaluate the progress of these activities in meeting this practice?

Progress will be evaluated based on measurements of student movement between programs of study.

72. How will you evaluate the impact of these activities on the college's equity goals?

Impact may appear subjective as attempts to quantify "success" of an exploratory sequence or student success will not be solely achieved through a single course, but through a myriad of additional college supports. However, if the college is able to show that an increased retention, graduation, and job placement rate of underrepresented students within a year of implementation, we believe this data will support the position that our efforts contributed to success.

73. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?

N/A

74. Who will be involved in implementing these activities and who has decision making authority for this implementation?

Implementation of this course will be through the college's instructional division. Final decision authority will rest with the Chief Academic Officer of the college.

75. What resources will be needed and who will authorize the use of those resources?

Additional resources will include research of best practices, DEI training and other professional development, additional teaching staff, and digital supports through the college's online learning center and libraries. Authorization of additional resources will be submitted through the office of instruction and funding or support will be approved using current college resource and staffing processes (President's cabinet, grants, budget and fee committee, curriculum reviews).

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."

76. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

There is not a currently defined process. The college will work with our Director of Assessment in the upcoming academic year to develop a process to determine predictive courses. Program faculty monitor courses in each program and understand which courses may be predictive of success.

77. Approximately what percent of programs of study have been analyzed to identify predictive courses?

0%- xxx

78. What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

The college must first start with determination of classes that are predictive. Once this has been determined, we will follow up with disaggregated data. We will also use student follow up surveys for those classes to determine the struggles within the classes and how they may be addressed.

79. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Don't Know - xxx

80. Has your college selected "Predictive Courses" as one of your priority areas? *

No

Priority Area Questions: Predictive Courses

81. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.
82. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?
83. What outcomes do you anticipate will improve based on these activities?
84. What is the schedule for implementation and/or frequency of activities?
85. How will you evaluate the progress of these activities in meeting this practice?
86. How will you evaluate the impact of these activities on the college's equity goals?
87. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?
88. Who will be involved in implementing these activities and who has decision making authority for this implementation?
89. What resources will be needed and who will authorize the use of those resources?

Math Pathways

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

90. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

College level math is embedded and contextualized for 25% of programs. The remainder of programs are matched with either meta-level math (non-transferable) or Common Course Number math classes.

91. Disaggregated by race and gender, approximately what percent of students are enrolling in a math course that is aligned with their program of study?

In 2017-2018, 34% of students of color enrolled in first year pre-college level math, and 17% started in college level math aligned with their program of study. In 2017-2018, 38% of females started in pre-college level math, and 16% of females started in college level. Also in 2017-2018, 18% of males enrolled in pre-college level math their first year and 17% started in college level math.

92. What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

We will use qualitative and quantitative data from our Math Boot Camp, launched in 2020, to track student enrollment in first year math.

93. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

No

94. Has your college selected "Math Pathways" as one of your priority areas? *

No

Priority Area Questions: Math Pathways

95. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.
96. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?
97. What outcomes do you anticipate will improve based on these activities?
98. What is the schedule for implementation and/or frequency of activities?
99. How will you evaluate the progress of these activities in meeting this practice?
100. How will you evaluate the impact of these activities on the college's equity goals?

101. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?
102. Who will be involved in implementing these activities and who has decision making authority for this implementation?
103. What resources will be needed and who will authorize the use of those resources?

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 course combinations, etc) they need when they need them and can plan their lives around school from one term to the next.

104. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

We publish a program of study for every program, which is available on the website. It clearly maps out the courses needed to complete a program and the time frame in which it will take. Because the majority of our programs are cohorted, most students have the classes they need each quarter.

However, our schedule is only published quarterly for students to review. This can be problematic for gen-ed course work. While most gen-ed courses are offered every quarter, students can't see an annual schedule which would allow them to plan past the upcoming quarter.

Program faculty typically survey students to determine progress and prepare the next quarter classes accordingly. If a student fails one of the class, they may have to wait as much as a year to retake the class. There are challenges to ensure that a student who fails a course can still move forward in the program by taking appropriate courses.

The current practice is that when a student needs a course to graduate, the college typically makes an effort to accommodate the student. Students work directly with their program faculty to determine courses that will be taken in the upcoming quarter.

Currently have a model that has not moved too far from the clock-hour, competency based model. Staff teach large numbers of classes to small number of students in each class. This allows to keep students on track but is inefficient.

105. Does your college publish a two year course schedule?

No - xxx

106. How many quarters beyond their first term is a student able to schedule (not register) their academic plan?

4 or more – xxx

107. What disaggregated student outcomes data (quantitative and/or qualitative) will you use to measure your progress on this practice?

The primary area we need to build out data collection is around course completion rates. Students that fail a single class within a program can be knocked off track within their cohort. We need to examine completion rates for students that fail one class and get off track for their program.

The other area to examine is with programs containing work-based learning agreements. For example, the Diesel Technology program has the students work in the field. Students receive a grade and are employed at the same time. Faculty keep track of the students' performance as a culminating experience. We need to formalize this process and develop it as a best practice for the college.

108. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes - xxx

109. Has your college selected "Scheduling" as one of your priority areas? *

Yes

Priority Area Questions: Scheduling

110. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.

The college is taking a critical view to develop curriculum that is predictable and easy to follow. Prior practice was to offer all credits at all times so students could just take whatever courses they needed. As we examine faculty workload, building a predictable schedule is vital for the faculty and students.

Our goal is to build our maps around an annual course schedule that will give structure to when classes will be offered. This will need to be done on a program by program basis by working directly with the faculty of each program. We need to develop an understanding of the relationships between classes (i.e. course sequencing, prerequisites) in order to build this out.

111. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?

At this juncture, the college is not using disaggregated outcomes data in a formal way, although faculty do know which courses students need to take to move forward on the students' program of study. It has been selected as a priority area due to our lack of structure and data in this area. Data will be vital to informing the process as we build this out.

112. What outcomes do you anticipate will improve based on these activities?

It would be a considerable advantage to the college and the students to have a predictable, published schedule at least six months in advance for specific times for courses. This would allow students to take care of their other challenges, such as childcare and employment.

113. What is the schedule for implementation and/or frequency of activities?

The goal is to build out a model schedule in the next year that can be launched with the implementation of ctclink.

114. How will you evaluate the progress of these activities in meeting this practice?

Progress will be monitored on a program by program basis. As a technical college we can compartmentalize much of this work within each program.

115. How will you evaluate the impact of these activities on the college's equity goals?

Adding this structure should have an impact on retention and completion rate. This data can be broken down by program and will be disaggregated. The goal would be to see improvement in this numbers over our current baseline. We will also use student surveys to determine the ease in which the new schedules are used.

116. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?

N/A

117. Who will be involved in implementing these activities and who has decision making authority for this implementation?

Guided pathways sub-committee chairs (scheduling and mapping)

118. What resources will be needed and who will authorize the use of those resources?

We will need to find time with faculty to determine appropriate schedules for each program. This may also entail using Extra Pay for Extra Work (EPEW) for this time.

Section 3: Student Experience

THIS SECTION FOCUSES ON REDESIGNING STUDENT EXPERIENCES AND PROCESSES.

FOR EACH PRACTICE IN THIS SECTION, COLLEGES SHOULD RESPOND TO ALL QUESTIONS. IF YOUR COLLEGE IS UNABLE TO RESPOND TO SOME OF THE PROMPTS DUE TO LACK OF AVAILABLE DATA, A PLAN FOR DATA COLLECTION, ANALYSIS, AND REPORTING SHOULD BE REPORTED.

CHOOSE **AT LEAST 2 PRIORITY PRACTICES** FROM THIS SECTION FOR 2021-22. YOU WILL BE ASKED FOR ADDITIONAL DETAILED INFORMATION ABOUT PLANNED ACTIVITIES IN THE PRIORITY PRACTICE AREAS.

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.

119. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

Current practice has been limited by the constraints imposed by the COVID environment. With our campuses being closed to the public, and many Student Service staff working remotely, the College has had to change its service delivery model from face-to-face interaction and information delivery. These constraints led to a service delivery model more focused on understanding decision-making processes prospective students work through as they make choices in selecting a career field. Our *Steps to Enrollment* now represent the sequential steps prospective students complete to be best prepared to start their program of study. Examination of these six steps resulted in identifying where in our processes support resources needed to be incorporated to guide the student to the “next step” in his or her educational life cycle. These support processes are currently under various stages of development and are incorporated throughout the Guided Pathway Plan.

120. Briefly describe any pre-registration career exploration online tools (e.g., quick career interest inventory linked to pathways) your college is currently using.

“Finding Your Career”, a free, canvas-based career exploration course has been launched for student use beginning fall term 2020. Funded through a GRADUATE Tacoma grant allocation, this course, offered in collaboration with Metropolitan Development Council (MDC) presents those students applying to attend Bates Technical College a tool to assess personal and academic traits in relationship to career fields. Any student may take advantage of this self-paced, self-guided course at any point in the term. Additionally, Part

2 of the tool presents students the ability to research the myriad of funding opportunities available and the qualifications for eligibility through completing a checklist. An Education Advisor has agreed to serve as the point of contact for students who complete the assessment and are interested in pursuing next steps.

1-20%

121. When disaggregating data about who is using pre-registration career exploration online tools, are there differences that can inform your work?

Yes - The potential exists to disaggregate the data, as tracking mechanisms and reporting is in place. Due to the recent implementation of this resource, no disaggregation has taken place to date.

122. Briefly describe any culturally and equity competent educational financial planning structured activities your college is currently offering.

Our College has closely examined descriptions and information provided to students regarding educational financial planning. Moving to terminology that is meaningful to students who may not be familiar with typical educational jargon describing ways to fund your education has served to increase understanding among students of the options available to them. Checklists have proven useful in establishing eligibility criteria. Emphasis in providing one-to-one private appointments assures students their unique personal circumstances are recognized in creating budgets to support sustaining them while pursuing their educational goals. Discussions are underway with the newly created Diversity, Equity and Inclusion (DEI) Committee to offer training for staff in issues related to systemic poverty and racism as well as other oppressive structures in society.

New Student Orientation includes a presentation from Financial Aid that includes videos with closed captions, and written material. The topics covered include: How to find salary data for career paths using BLS, how to make a budget, how to borrow responsibly, how to apply for financial aid, what on campus jobs are available, student loan repayment options, how to apply for scholarships, and other options are available through the Workforce Education Service office.

123. Approximately what percentage of new credential seeking students are participating in culturally and equity competent educational financial planning structured activities?

41 – 60%

124. When disaggregating data about who is participating in culturally and equity competent educational financial planning structured activities, are there differences that can inform your work?

Yes - Student response on the CCSSE survey about financial planning structured activities is intended to allow for disaggregation to inform this work. CCSSE

implementation is scheduled for Spring term 2021 and will include the entire student population as the sample size.

125. Briefly describe any culturally competent college and program student orientation activities including introduction to college support networks & programs that your college is currently offering.

The college requires all incoming students to attend New Student Orientation. This program is modeled around the CAS standards for orientation and is designed for in person attendance but has been adapted temporarily to an online model due to COVID restrictions on gatherings. NSO's purpose is to provide students with the skills to navigate the campus environment, including: Academic resources (Library, Tutoring, Disability Support Services, Student Email, Canvas, Academic Advising), Financial resources (Financial Aid Grants, Loans, Work Study, Workforce Education Services, Bates Foundation, On campus employment), Campus and Social resources (Campus dining, text book purchases, Camus Life and Activity Center, Associated Student Government, Student clubs and organizations, FERPA and Campus Safety). After attending orientation, students will be able to: Identify two areas that may impede their academic success and identify campus resources and campus partners to assist in these areas, and identify one area of interest and opportunities for extra or co-curricular involvement.

126. Approximately what percentage of new credential seeking students are participating in culturally competent college and program student orientation activities including introduction to college support networks & programs?

61-80%

127. When disaggregating data about who is participating in culturally competent college and program student orientation activities including introduction to college support networks & programs, are there differences that can inform your work?

No – We currently do not have disaggregated data in this area. We are working with our IR department to build a dashboard that will allow for review of disaggregated data.

128. Briefly describe any equity competent entry advising discussions exploring interests and range of choices your college is offering.

In cooperation with regional partners, our College participates annually in the IGNITE Conference (Inspiring Girls Now In Technology Evolution). This event has been in existence since 2018 and promotes equal access for all middle school and high school girls to investigate STEM education during their school day, so they are aware of STEM opportunities and have the social and cultural capital to secure and thrive in a STEM career. The Conference promotes economic equality and workforce development by cultivating a diverse pipeline of talent and supporting a sustainable future for girls and

their families. Our College actively promotes representative from among our STEM and under-represented programs to present to conference participants on the opportunities available in these fields. Cybersecurity and Sheet Metal programs will offer two Bates career programs workshops at the 2021 event.

On a broader scale and in open access, COVID-free environments, the three campuses of Bates Technical College offer Open Houses showcasing our 45 plus programs and the regional opportunities these programs offer, traditionally attracting 1200 participants. With our emphasis in promoting opportunities through showcasing programs in a hands-on environment combined with include testimonials from former students in gender underrepresented career fields, a compelling case can be made for consideration of how high-demand, high wage career fields can yield personal and professional success.

Finally, as the restrictions involving COVID requirements are eased, re-instituting the popular VIP program, gives interested students a personalized and in-depth view of a program including what to expect in the classroom and lab environment, student learning objectives, types of employment environments, regional/national employment outlook and wage and salary information.

129. Approximately what percentage of new credential seeking students are participating in equity competent entry advising discussions exploring interests and range of choices?

Don't Know

130. When disaggregating data about who is participating in participating in equity competent entry advising discussions exploring interests and range of choices, are there differences that can inform your work?

Yes - Reestablishing a CRM approach to tracking data indicating interest in our various career fields along with the ability to disaggregate graduate data based on equity factors will inform promotional strategies to use in reaching the new student marketplace.

131. Briefly describe any equity competent college success course or structured career exploration activities completed within first two quarters that are being offered by your college.

The college is in the process of developing the college success course and career exploration activities.

132. Approximately what percentage of new credential seeking students are participating in an equity competent college success course or in structured career exploration activities completed within first two quarters?

0% - xxx

133. When disaggregating data about who is participating in an equity competent college success course or in structured career exploration activities completed within first two quarters, are there differences that can inform your work?

No - xxx

134. Briefly describe any program related labor market information, data, and/or tools that you college is currently using to help students explore their pathway, career, and college

Recently, our College moved to a labor market database more closely tied to Bureau of Labor Statistics and O*NET Online statistical employment outlook and wage and salary information. This database more accurately reflects geographic regional differences across the nation and allows for narrowing searches based on personal preferences.

135. Approximately what percentage of new credential seeking students are using program related labor market information, data, and/or tools provided b by the college to help explore their pathway, career,

Don't Know

136. When disaggregating data about who is 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 that can inform your work?

Yes - The Strategic Enrollment Management Committee (SEM) in cooperation with the Institutional Researcher is undertaking a series of dashboards to disaggregate data related to student onboarding and student success. The opportunity exists to capture who is using program related market information as part of the intake processes to make decisions on career through the "Finding Your Career" self -assessment through surveying participants. As Career Pathways and exploratory sequences become more defined at our College and data tracking is developed to support these sequences, greater insight will be realized on the impact of labor market information in making a career choice.

137. Briefly describe any other tools or activities that your college is currently offering to help students explore their pathway/ career/college options?

To further assist potential students in exploring pathway and career options, the Marketing and Communications department is undertaking a series of videos highlighting the seven career pathways available at our College. Further development includes videos representing each of the individual 45+ career programs. These resources will be utilized in promotional CRM campaigns as well as posted on our web site for individual viewing and use in decision-making.

138. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes

139. Has your college selected "Intake" as one of your priority areas? *

Yes

Priority Area Questions: Intake

140. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.

Skipped and need to answer

141. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?

Currently the College is developing a process in cooperation with the Institutional Researcher to identify and disaggregate both quantitative and qualitative data. Review of quantitative data involves the creation of new dashboards to focus on Retention, Completion, SAI points, Enrollment, and Job Placement. All of these can also be broken down by program. These dashboards are now being incorporated into program review and annual work plans. All of our dashboards we have built allow us to disaggregate our data so we can dive into the data and determine equity gaps. Review of qualitative data will involve review of Community College Survey of Student Engagement (CCSSE) results, representing the entire student population in order to bring to light all issues student raise as concerns about the student experience at our College.

142. What outcomes do you anticipate will improve based on these activities?

The College anticipates potential student audiences will have a greater understanding of the workforce education that Bates Technical College provides and the benefits to be achieved through ability to realistically compare career fields using comparable measures. Further, a guided pathway approach supports a step-by-step approach including self-examination of an individual's interests, academic strengths and preferences in relationship to today's economic marketplace. The outcomes to be achieved will benefit both the individual and the College, with more informed initial decision-making regarding career choice. Student persistence and success will be enhanced and supported through knowledge of what to expect as far as job outlook and working conditions as well as salary and wage information in the labor market.

143. What is the schedule for implementation and/or frequency of activities?

A fully functioning CRM will allow for implementation on a quarter-by-quarter basis to assess and monitor student satisfaction with the activities in providing the needed support and guidance. The Subcommittee charged with Onboarding and Advising will review the quarter-by-quarter data and provide formative assessments as implementation of defined activities are implemented. Coordination with the newly created Diversity, Equity and Inclusion (DEI) Taskforce will be instrumental in identifying barriers based on disaggregated data from student groups.

144. How will you evaluate the progress of these activities in meeting this practice?

The Subcommittee charged with Onboarding and Advising will review the quarter-by-quarter data and provide formative assessments as implementation of defined activities are implemented. Formative reports will be submitted to the Guided Pathway Committee. Summative assessments will be conducted at the end of the academic year will evaluate progress toward project goals. Summative reported will be submitted to the Guided Pathway Committee on an annual basis.

145. How will you evaluate the impact of these activities on the college's equity goals?

By working closely with the DEI Committee and the goals they identify as their charge, the disaggregated data produced will identify barriers that exist for current sub-populations of students. By coordinating the work of the Onboarding and Advising Subcommittee with the DEI reports, changes to current practice and service delivery can be made concurrently with project implementation, allowing for assessing impact.

146. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?

The current activities identified establish benchmarks for future revisions.

147. Who will be involved in implementing these activities and who has decision making authority for this implementation?

Front-line staff working directly with answering questions about onboarding students will be involved with these activities as will Career Advisors having responsibility for entry-level program advising. The Dean of Student Services has supervisory responsibilities for selected staff and faculty members, with dedicated authority from the Vice President of Student Services. Other program staff involved in direct service delivery and support to students report to Instructional Deans.

148. What resources will be needed and who will authorize the use of those resources?

Recommendations on resources needed will be submitted to the Guided Pathway Committee, based on benchmarks for future revisions and identified as the

implementation of the program proceeds. Ultimately the Cabinet authorizes the use of identified resources.

Placement

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

149. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

The college has discontinued use of Accuplacer as a form of placement. We have moved to a Math Boot Camp and English Guided Self-Placement as the primary method for placing students.

The Math Boot Camp was developed internally by math faculty. It is comprised of two components. The first is a placement test tied directly to the content in each math course. This can be completed online or in-person and provides placement. Students taking this assessment have direct access to math faculty to discuss the results and next steps. The boot camp also has modules in which a student can brush up on specific material they have learned in the past and just need a refresher. This helps student avoid taking developmental math classes in which they only need to refresh one or two topics.

The English Guided Self-Placement process was developed by our English faculty. Students proceed through a series of question that helps them assess their competency and comfort with a variety of English topics in order to help them determine appropriate placement.

The college will also use previous course work (college and high school) and other standardized tests to inform the placement process. In addition to these tools, students also will discuss placement in their required advising session before registering for their first quarter of classes. In these session career advisors have the ability to make adjustments to the starting point in math and English based on these discussions.

150. How are details about the process and implications of the placement process communicated to students?

Initial communications with regarding placement are part of the steps to enrollment. College admissions staff work with students to understand these processes and ensure they have used the appropriate tools and collected documentation before their initial meeting with a career advisor to register for their first quarter.

151. How does your college support student access to all mechanisms of placement for every student? If your college does not, how can the college address the systemic barriers to access?

Math Boot Camp and English Guided Self-Placement are new processes for the 2020-21 academic year. We are providing these options to students online and in-person. The in-person process includes the ability to use pencil and paper for those who are more comfortable with that process. This summer we will evaluate this process. The difficulty with evaluation is the students that are available to provide feedback are those that were able to navigate it. We need to develop a method to receive feedback from students who did not attend the college.

152. How does your college collect student feedback about their experience in the placement process? How is that information shared and used to inform practice?

We don't currently have a process to collect feedback and a process will be developed during summer 2021.

153. Disaggregated by race and gender, what percentage of new degree seeking students are being placed directly into the first college level, program appropriate math course or higher? (Do not use enrollment data as proxy for placement data. If you do not currently collect this data, how will you construct a practice this year to address that gap in data collection and analysis?)

We need to develop a process to collect this data. Currently placement data is not entered into the student management system. Students are registered directly into the appropriate math and English courses when meeting with their career advisor. We had used enrollment data in the past to look at this

154. Disaggregated by race and gender, what percentage of new degree seeking students are being placed directly into the first college level, program appropriate English course or higher? (Do not use enrollment data as proxy for placement data. If you do not currently collect this data, how will you construct a practice this year to address that gap in data collection and analysis?)

We need to develop a process to collect this data. Currently placement data is not entered into the student management system. Students are registered directly into the appropriate math and English courses when meeting with their career advisor. We had used enrollment data in the past to look at this.

155. What data is being used to assess the equity of your college placement process?

We need to develop a process to collect this data. Currently placement data is not entered into the student management system. Students are registered directly into the appropriate math and English courses when meeting with their career advisor. We had used enrollment data in the past to look at this.

156. What data is being used to assess the efficacy of your college placement results?

We need to develop a process to collect this data. Currently placement data is not entered into the student management system. Students are registered directly into the appropriate math and English courses when meeting with their career advisor. We had used enrollment data in the past to look at this.

157. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes - xxx

158. Has your college selected "Placement" as one of your priority areas? *

No

Priority Area Questions: Placement

159. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.
160. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?
161. What outcomes do you anticipate will improve based on these activities?
162. What is the schedule for implementation and/or frequency of activities?
163. How will you evaluate the progress of these activities in meeting the essential practice?
164. How will you evaluate the impact of these activities on the college's equity goals?
165. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?
166. Who will be involved in implementing these activities and who has decision making authority for this implementation?
167. What resources will be needed and who will authorize the use of those resources?

Equity Competent Educational Planning

Equity competent 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.

168. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

Due to the nature of educational programs designed to meet workforce and immediate employment needs, our College is at the beginning stages of designing exploratory sequences that represent a broadly based career pathway. Past practice encouraged students to select a defined program of study and begin the program. Often jobs represented in the workforce for which we prepare students are seen as traditionally "male or female oriented". Part of our challenge involves removing this bias so that students will be able to embrace options throughout the working world in order to select the occupations that are the best fit for their goals and aspirations.

169. Are all degree seeking and Transitional Studies students required to participate in educational planning?

Yes - The Steps to Enrollment identify all new students must meet with a Career Advisor prior to enrollment. Incoming students are not provided access to registration as a new student until meeting with a career advisor. We are examining ctCLink to determine how we can use the new system to keep this process in place for all incoming students.

170. Approximately what percent of students participate in first quarter educational planning?

81-100%

171. If not all students participate in first quarter educational planning, who is not required to participate and what are the demographics of this population?

N/A

172. How often are students required to participate in educational planning?

First quarter – Currently we don't have required advising appointments beyond the first quarter. Much of the advising for courses to be taken beyond the first quarter is provided by the instructional faculty in the classroom each quarter. However, this is not consistent from program to program and we are looking at processes and it is possible to systematize this.

173. Approximately what percent of students participate in educational planning every quarter through completion or transfer?

21-40% - This is capturing the educational planning done directly with a Career Advisor within student services. This does not account for the advising done directly with the program faculty. This advisement varies from program to program and we hope the implementation of Engage2Retain software will help us capture data for this type of advisement.

174. 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?

Students who have completed their first term of enrollment as a new student are eligible to self-enroll and are not required to participate in educational planning, but often consult with Career Advisors and Program Instructors on the courses to take to fulfill requirements. As outlined above, we have determined this is an issue and looking how to build this process and if the responsibility lies with advisors or instructors.

175. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes

176. Has your college selected "Equity Competent Educational Planning" as one of your priority areas? *

No

Priority Area Questions: Equity Competent Educational Planning

177. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.
178. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?
179. What outcomes do you anticipate will improve based on these activities?
180. What is the schedule for implementation and/or frequency of activities?
181. How will you evaluate the progress of these activities in meeting the essential practice?
182. How will you evaluate the impact of these activities on the college's equity goals?
183. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?

184. Who will be involved in implementing these activities and who has decision making authority for this implementation?
185. What resources will be needed and who will authorize the use of those resources?

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).

186. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

ENGLISH

188. 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?

In 2017-2018, 27% of students of color completed some level English their first year. 21% students of color completed college level English their first year. During that same time period 44% of females completed some level English their first year, and 35% females completed college-level English. In contrast, 24% of males completed an English course and 20% completed college English their first year.

189. Disaggregated by race and gender, what percent of new degree seeking students did not enroll in any English their first year?

In 2017-18, 39% of females did not enroll in first year English; 65% of males did not enroll in first year English; 71% students of color did not enroll in first year English.

190. 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.

In 2017-2018, 25% students of color enrolled in college level first year English; 40% of females and 25% of males.

191. 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?

20% males completed college level English their first year in 2017-2018; 35% of females completed; and 21% students of color completed college English.

192. Disaggregated by race and gender, what percent of new degree seeking students enrolled in a stand-alone precollege English course within their first year?

All our pre-college English courses are standalone. 2017-2018: 15% students of color enrolled in pre-college English; 20% of females and 10% of males.

193. 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?

N/A see data above.

194. 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?

N/A see data above.

MATH

195. 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?

In 2017-2018, 14% of males completed college level Math; 14% of females completed; and 11% students of color.

196. Disaggregated by race and gender, what percent of new degree seeking students did not enroll in any Math their first year?

63% students of color did not enroll in any math their first year 2017-2018; 46% of females and 65% of males.

197. 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)

2017-2018 17% of males enrolled in college level math; 16% of females and 13% students of color.

198. 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.

See question 195.

199. Disaggregated by race and gender, what percent of new degree seeking students enrolled in a stand-alone precollege Math course within their first year.

Bates only offers standalone math courses. 23% students of color enrolled in pre-college math; 18% of females and 18% of males.

200. 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?

Not tracking this yet.

201. 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.

Not tracking this yet.

202. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Don't Know xxx - Maybe for data tracking

203. Has your college selected "Degree Math and College Level English within One Year" as one of your priority areas? *

No

Priority Area Questions: Degree Math and College Level English within One Year

204. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.
205. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?
206. What outcomes do you anticipate will improve based on these activities?
207. What is the schedule for implementation and/or frequency of activities?

- 208. How will you evaluate the progress of these activities in meeting the essential practice?
- 209. How will you evaluate the impact of these activities on the college's equity goals?
- 210. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?
- 211. Who will be involved in implementing these activities and who has decision making authority for this implementation?
- 212. What resources will be needed and who will authorize the use of those resources?

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.

- 213. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

Currently most programs are open access entry, with the ability to successfully complete the program and receive a designated credential built into the scheduling and course design. Students are admitted to the College and are not admitted to the program at the time of admission. Selected programs have entry requirements and prerequisites that monitored and fulfilled through the advising process. Program capacity determines the number of students entering career program coursework, while students have the ability to start a career program through taking general education requirements depending on the credential requirements. Entry into programs are managed by career advisors through the required advising appointment. Once programs have filled students can be placed on a waiting list if they choose to have first access to that program during the next period the program is accepting new students.

- 214. 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	We are tracking the number of	Disaggregated data dashboards for	Working to develop a process to review this data	Working to develop a process to review

are engaged in a structured exploration experience for their Pathway	students in each pathway. Structured exploration is under development	enrollment and retention have been created. Structured exploration is under development	and evaluate impacts.	this data and evaluate impacts.
Number of quarters between college enrollment and confirmation of a Program of Study for all credential-seeking students disaggregated by race and gender	Program of study chosen at enrollment currently. Will develop a tracking process when exploratory sequences are developed.	Under development	Under development	Under development
Which program every credential-seeking student is in and percent of credits completed toward their identified credential, certificate or degree	Currently tracking and an integral part of our advising model	Disaggregated data dashboards for enrollment and retention have been created.	Under development	Under development
Number of students by program that transition between programs of study and exit the college before completion.	Not currently tracking. Need to develop a process.	Not currently tracking. Need to develop a process.	Not currently tracking. Need to develop a process.	Not currently tracking. Need to develop a process.

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

We have been in process of rebuilding all of our data dashboards since the college lost all this information due to a cyberattack in July 2019. We have been able to build some dynamic dashboards that are helping us with this work. Many dashboards we have built allow us to disaggregate our data so we can dive into the data and determine equity gaps. Some of the new dashboards focus on Retention, Completion, SAI points, Enrollment, and Job Placement. All of these can also be broken down by program. These dashboards are now being incorporated into program review and annual work plans to ensure this data is at the front of our decision making.

216. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes

217. Has your college selected "Progress Monitoring" as one of your priority areas? *

Yes

Priority Area Questions: Progress Monitoring

218. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.

The college is in the process of implementing Engage2Serve, an early alert component of our student lifecycle software. It begins as an outreach tool and follows a student through program completion. Implementation of this software will allow us to track the key pieces to retention of students. It will have an early alert component, tracking of degree planning, and a centralized location to store student notes from all departments of student services (advising, registration, and financial aid).

219. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?

As the means for using both quantitative and qualitative data is under development and has yet to inform outcomes, it is anticipated these insights will inform the need for enhancing all aspects of service delivery, including onboarding and recruiting, career exploration and pathway and program decision-making, use of labor market information along with “goodness of fit” factors in advising practice in determining a program of study. This area is in our priorities because we aren’t using data in the way that we should.

220. What outcomes do you anticipate will improve based on these activities?

Progress monitoring, using disaggregated data at the early stages of the student life cycle helps to ensure a student is well prepared to take on the selected program of study. Progress monitoring related to student persistence, success and completion helps to ensure mutually beneficial results for both the student and the College.

221. What is the schedule for implementation and/or frequency of activities?

Given exploratory sequence activities are under development and that disaggregated data collection, especially qualitative data, is in its initial stages, a schedule for implementation will be dependent on full functionality of these and other elements of the Guided Pathway plan for the College. However, by making this a priority initiative we plan to have disaggregated data infused into our decision making process during the 2021-22 academic year.

222. How will you evaluate the progress of these activities in meeting the essential practice?

Each of the three subcommittees, Onboarding and Advising; Curriculum and Learning; and Scheduling and Mapping; has developed goals related to the implementation of appropriate activities, given each subcommittee’s charge. Evaluation will include a formative assessment for each defined activity, the results of which are compared to current practice. This allows adjustments to be made to the College Guided Pathway Plan as it is being implemented.

223. How will you evaluate the impact of these activities on the college's equity goals?

In addition to formative assessments conducted by each of the subcommittees, the Guided Pathway Committee, working in concert with the Diversity, Equity and Inclusiveness Committee will review the impact of each initiative and conduct a summative assessment in light of the College's equity goals.

224. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?

Activities designed for Progress Monitoring are benchmarks for use in creating future goals and activities.

225. Who will be involved in implementing these activities and who has decision making authority for this implementation?

The Institutional Researcher is charged with data collection and monitoring, while each of the 3 subcommittees will also monitor and has goals tied to implementation of the activities. The co-chairs of the Guided Pathway Committee, the VPSS and VPI has delegated responsibility from the Cabinet to oversee implementation.

226. What resources will be needed and who will authorize the use of those resources?

Recommendations on resources needed will be identified by the Guided Pathway Committee, and the Diversity Equity and Inclusiveness (DEI) Committee based on benchmarks for future revisions/clarification and identified as the implementation of the program proceeds. The Guided Pathways Committee Chair will present to the Cabinet, with the Cabinet authorizing the use of identified resources.

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.

227. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

The college admits students on a first-come, first-serve basis per college Admissions policy CP7570 and we don't have selective admissions to any programs. However, we do have programs that have prerequisites for admissions. Identifying students taking prerequisites and tracking progress is a priority for the upcoming year.

We use our Academic Standards Procedure as noted in #228 as a way to recognize progression through a program. Teaching faculty are actively involved in student tracking toward completion. They work directly with career advisors to monitor progress and to assist students that get off track toward completion. In addition, the college has purchased and is in the process of implementing early alert software to enhance communication between teaching faculty and advisors.

228. How does your college identify students losing momentum in a class or on their educational plan toward their credential goal?

Teaching faculty are the most directly involved in tracking student progress toward completion. In the past year the college has implemented degree audit software to assist teaching faculty and advisors in tracking student progress as well. All career advisors were trained on the software in fall 2020 and teaching faculty were trained in fall 2021.

Bates' Academic Standards Procedure was established to maintain excellence in academic standards and to encourage students to assume responsibility for their own academic progress. Academic standards procedures also ensure that students with educational difficulties are informed of the many resources available at Bates. The Academic Standards Procedure applies to all Bates students enrolled in credit courses.

229. What college strategies are designed to support the student regaining their momentum? Who is responsible?

Most programs at the college are cohorted and curriculum delivered in a sequential manner each quarter. Teaching faculty assist students with quarterly check-ins and provide immediate feedback with non-completion of course. Students that don't complete a course work with faculty to determine the best way to make up that class and get back on track.

Career advisors also work with students to keep them on track. They hold quarterly in class advising meetings where they work with students to determine courses to take for the upcoming quarter, including general education course work.

The college also has a structured plan for students that don't meet satisfactory academic progress requirements. Advisors meet with students to discuss what may be causing loss of momentum. Then discuss plans for improvement and refer to resources available to assist with challenges. If the student has been below 2.0 gpa for two consecutive quarters, the student may be required to complete the following:

- Attend an academic intervention session
- Meet the Dean of Instruction for their program area
- Obtain a skills assessment from the instructor
- Meet with the Dean of Student Services

230. What percentage of students that are pursuing a selective admissions program are accepted?

N/A – All first come first come, first served. Just need to meet minimums. Waitlist

231. What percentage of students that are pursuing a selective admissions program transition to another program?

Not tracked. Need to look at a process for tracking students taking prerequisites for a specific program.

232. What percentage of students that are pursuing a selective admissions program exit the college altogether prior to and after admission?

Not tracked. Need to look at a process for tracking students taking prerequisites for a specific program.

233. When you disaggregate your college's data about students that are pursuing a selective admissions program by race and gender, what gaps exist?

While not selective admissions programs, the college should review data for nursing, OTA, and dental assisting to see if gaps are being created with the prerequisite process.

234. 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?

While not selective admissions programs, the college should review data for nursing, OTA, and dental assisting to see if gaps are being created with the prerequisite process.

235. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes - xxx

236. Has your college selected "Intervention and/or Redirecting Students as Needed" as one of your priority areas? *

No

Priority Area Questions: Engaging Students in Support of Completion

237. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.

238. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?

239. What outcomes do you anticipate will improve based on these activities?

240. What is the schedule for implementation and/or frequency of activities?
241. How will you evaluate the progress of these activities in meeting the essential practice?
242. How will you evaluate the impact of these activities on the college's equity goals?
243. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?
244. Who will be involved in implementing these activities and who has decision making authority for this implementation?
245. What resources will be needed and who will authorize the use of those resources?

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.

246. Please briefly describe the **gap** between current practice at your college and the practice as defined above.

The college has identified the following areas as gaps in our current practice compared to the Guided Pathways practice as defined.

- We need to have a uniform expectation for communicating student learning outcomes with students.
- We need to have a uniform expectation for data collection and use.
- We need to have a uniform expectation for assessment of student learning.
- We need to set up a program schedule that is consistent, timely and is communicated to the student at the beginning of their enrollment.
- We need to have a uniform electronic method of grading that students can access at their leisure as well as a uniform expectation of instructor/student meetings to communicate course progress and student needs.

247. How are course design, assessment, and grading expectations set and communicated to all faculty?

Course design, assessment and grading expectations are set and communicated through a Canvas process created by the Curriculum and Assessment Committee. A flyer is sent out in the fall to all faculty to make them aware of steps and timelines for curriculum submission. Deans also meet with faculty on a regular basis to discuss program need and to guide them through the process as needed. Advisory committees review curriculum & learning outcomes.

248. How is course progress communicated to students?

Students meet with their advisor prior to entering a program. They go through the course sequence together from the catalog to discuss the program sequence. Once enrolled in their courses, students can see their progress in Canvas as soon as grades are entered. Instructors also discuss progress with students on a regular basis. Due dates on projects and on assignments.

249. How often is course progress communicated to students?

If a course uses the Canvas platform, students can see their progress as soon as grades are entered. Lab work has due dates on Canvas and is submitted on Canvas. Outside of the Canvas platform, students can check with their instructors as needed.

250. How are course outcomes communicated to students?

Course outcomes are communicated in the college catalog, on Canvas and in the course syllabus as a minimum.

251. How is disaggregated student outcomes data used to focus professional development resources and engagement?

Instructors are given a survey annually to ask what they see as needed for professional development. Some instructors collect data to guide their learning. Some programs use data from employers to guide their curriculum and needs for further development.

252. Would your college like professional development to support your implementation of this practice as part of the learning agenda?

Yes

253. Has your college selected "Classroom Environment and Course Design" as one of your priority areas? *

No

Priority Area Questions: Classroom Environment and Course Design

254. Give a brief description of planned activities to close gaps between the definition of the practice and its current status on your campus.
255. How is your college using disaggregated outcomes data (quantitative and qualitative) to select this practice as a priority and evaluate the success of these activities?
256. What outcomes do you anticipate will improve based on these activities?
257. What is the schedule for implementation and/or frequency of activities?
258. How will you evaluate the progress of these activities in meeting the essential practice?
259. How will you evaluate the impact of these activities on the college's equity goals?
260. For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?
261. Who will be involved in implementing these activities and who has decision making authority for this implementation?
262. What resources will be needed and who will authorize the use of those resources?