

# Washington State Guided Pathways Implementations Work Plan 2022-2023

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

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

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

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

## Work Plan Overview and Directions

- Section 0: [Basic Information](#) gathers information from your college needed to identify your work plan.
- Section 1: [Implementing Large Scale Change](#) focuses on the college infrastructure that has been identified as essential for true college wide change to take place. These practices require continued refinement and are key to successful transformation. Please answer all questions.
- Section 2: [Pathway Design Status Update](#) focuses on the creation and alignment of pathways, programs, and courses that have been thoughtfully designed and scheduled. Colleges should provide a status update on the Essential Practices identified from the 2021-2022 work plan and any other successes or needs they have experienced.
- Section 3: [Pathways Design Work Plan](#) provides space for your college to choose one or two Pathway Design practices as 2022-2023 priorities. Colleges should complete the planning questions for each of those priority practices.
- Section 4: [Student Experience Status Update](#) focuses on redesigning student experiences and processes. Colleges should provide a status update on the Essential Practices identified from the 2021-2022 work plan and any other successes or needs they have experienced.
- Section 5: [Student Experience Work Plan](#) provides space for your college to build a work plan for one or two Student Experience practices as 2022-2023 priorities using provided planning questions.
- [Glossary](#): Essential Practice and other Key Term definitions.
- [Appendix A](#) and [Appendix B](#) provide a series of reflective questions for your college to consider for each practice; these questions do not require a written response.

## Section 0: Please Share Basic Information

Question	Response
College Name	Pierce College District
Guided Pathways Work Plan College Contact Name	Ilder Betancourt Lopez
Guided Pathways Work Plan College Contact Email	ibetancourtlopez@pierce.ctc.edu
Guided Pathways Work Plan College Contact Phone Number	253.964.6584
Who leads the Guided Pathways work at your college?	Ilder Betancourt Lopez
Who is on your Guided Pathways steering committee?	Ilder Betancourt Lopez, Julie White, Matt Campbell, Charlie Parker, Jo Ann Barria
When did your college begin your Guided Pathways work?	Fall 2016
It is sometimes useful in our communications with the legislature or when supporting colleges to highlight the good Guided Pathways work being done at specific colleges. If you have a particular success (or two) that you think would make a good story, could you please share the general area and a college contact that we could connect with to learn more? (For example: Placement Reform, Amay Zing, Outreach Coordinator)	Guided Self-Placement and Co-Requisite Model, Eddie Perry, Dean of Natural Sciences

Table 1 Basic College Information

## Section 1: Implementing Large Scale Change

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

1. Please share a status update on your college's *Purpose* in implementing Guided Pathways. Address the following in your response:
  - Share a 2-3 sentence explanation of your college purpose in implementing Guided Pathways.
  - To what extent have you aligned your College vision and goals and Guided Pathways vision and goals and to clearly communicated these throughout your college?  
We are moving towards centering racial equity in our Guided Pathways efforts. Our college strives to be anti-racist institution and we will continue to approach all our initiatives in such a manner.
2. Please share a status update on your college's Guided Pathways *Committee Structure*. Address the following in your response:
  - What is your college's path for review, change, and adoption of college policies and procedures? How does your college broadly and clearly communicate this path to stakeholders?
  - To what extent has your college ensured that every standing committee has a clearly defined purpose and a mechanism for distributing information in a timely way?  
This year was one of transition due to the continued COVID disruption. We are in the process of identifying a structure going forward.
3. Please share a status update on your *Student Centered Practices*. Address the following in your response:
  - To what extent is there an expectation of equity framing and student centeredness in every facet of college operations? How are such expectations shared?
  - How does your college support all staff and faculty in ensuring that college activities are being carried out with a focus on equity?  
Not only is equity framing an expectation but we hold ourselves accountable to this. It is still a work in progress. Our efforts need further structures to achieve this.
4. Please share a status update on your college's *Leadership* for and commitment to Guided Pathways. Address the following in your response:
  - How has your college executive leadership been actively engaged with the Guided Pathways implementation at scale? If some segment of your leadership has not yet engaged, how will your college ensure their engagement going forward?
  - Who on your college's leadership team has authority for allocating Guided Pathways funding? For setting college Guided Pathways priorities?
  - How is decision making inclusive of diverse voices and communicated clearly to all college staff and faculty?
  - What is your plan for continuing your college's momentum with leadership and staffing changes?
  - How does your college identify formal and informal leaders across your campus to be driving forces for your guided pathways work?  
Currently, Guided Pathways efforts live with the Vice President of Learning and Student Success. This provides us the ability to scale efforts. By tapping into our current structures such as Executive Team, Dean Team, and Student Services Leadership Team, these efforts can be guided by multiple stakeholders.
5. Please share a status update on your college's *Engagement* in Guided Pathways. Address the following in your response:
  - How has the college engaged a diverse group of faculty, staff, and students in the Guided Pathways implementation?
  - What evidence have you used to ensure that you have broad and deep engagement across the college and communities your college serves?

- How have you provided opportunities for all stakeholders including community members, students, frontline staff, faculty and traditional decision makers to give feedback to leadership on guided pathways implementation efforts?

This year was one of transition due to the continued COVID disruption. We are in the process of identifying a structure going forward.

## Section 2: Pathway Design Status Update

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

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

<input type="checkbox"/> Pathways	<input type="checkbox"/> Structured Exploratory Experiences	<input type="checkbox"/> Math Pathways
<input type="checkbox"/> Outcomes Alignment	<input checked="" type="checkbox"/> Predictive Courses	<input type="checkbox"/> Scheduling

- Status Update:

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

This is a previously identified activity. We are continuing this process because it aligns with our effort to approach Guided Pathways, specifically the "ensure students are learning" pillar, with a race-conscious perspective. In section 3, we outline next steps.

7. If your college chose a second Essential Practice for priority in the 2021-2022 work plan, please indicate the practice by checking a box below.

<input type="checkbox"/> Pathways	<input type="checkbox"/> Structured Exploratory Experiences	<input type="checkbox"/> Math Pathways
<input type="checkbox"/> Outcomes Alignment	<input type="checkbox"/> Predictive Courses	<input checked="" type="checkbox"/> Scheduling

- Status Update:

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

There has been some progress completed this year. To finalize this effort, we will need a concerted effort in the next year that specifically asks our Black and Brown students about usability of these tools. In section 3, we outline next steps.

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

## Section 3: Pathway Design Work Plan

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

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

Pathways

Structured Exploratory Experiences

Math Pathways

Outcomes Alignment

Predictive Courses

Scheduling

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

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	<p>a. Center inclusive pedagogy in our instructional approaches, specifically within predictive courses</p> <p>b. Apply inclusive pedagogy in feedback loops: classroom observation form, adjunct leveling, tenure manual, post-tenure manual</p> <p>c. Measure our performance with Black and Brown students in predictive courses via widely-available Tableau</p>
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	We are purposely focusing on Black and Brown students in our Guided Pathways efforts. We are nearly complete in identifying predictive courses in our maps (80%) and will complete this year. We will have opportunity to build tools to track institutional progress with historic areas of inequities.
What outcomes do you anticipate will improve based on these activities?	We aim to achieve Black and Brown student excellence, for which predictive courses (or the content and pedagogy within them) are a common barrier to program persistence.
What is the schedule for implementation and/or frequency of activities?	Part a and b from above will be implemented at the start of fall 2022 quarter. Part c from above will be implemented by end of fall 2022 quarter.
How will you evaluate the progress of these activities in meeting this practice?	Part a and b will be evaluated by its implementation. Part c helps us evaluate our progress towards Black and Brown student excellence.

Planning Questions	Responses
How will you evaluate the impact of these activities on the college's equity goals?	This activity is a college racial equity goal.
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	This is a previously identified activity. We are continuing this process because it aligns with our effort to approach Guided Pathways, specifically the "ensure students are learning" pillar, with a race-conscious perspective.
Who will be involved in implementing these activities and who has decision making authority for this implementation?	Vice Presidents of Learning and Student Success (Fort Steilacoom and Puyallup) will have authority. Deans, Director of ELAD, and faculty in Inclusive Pedagogy ATD team are involved in areas around Inclusive Pedagogy framework. Institutional Research is involved in Tableau creation. Ultimately, all faculty will engage in this activity, and the framework will extend beyond instruction.
What resources will be needed and who will authorize the use of those resources?	
What professional development opportunities will support the college with implementation in this area?	Achieving the Dream has helped our team developed the Inclusive Pedagogy framework. We are also compensating adjunct faculty for engagement in our Equitable Teaching & Learning Essentials course which includes six modules to advance equitable teaching practices. We are also integrating elements learned in partnership with Aurora CC (including elements like syllabi and classroom observation forms that center racial equity, which link to 10b above).
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	

Table 2 Pathway Design Essential Practice Priority Area 1

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

Pathways

Structured Exploratory Experiences

Math Pathways

Outcomes Alignment

Predictive Courses

Scheduling

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

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	Layout predictable schedules for each map with full-time and part-time completion possibilities.
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	Currently, some of this information lives locally in programs. To empower our most vulnerable students, we want to provide this information directly to them in an accessible way.
What outcomes do you anticipate will improve based on these activities?	Student progress towards goal and completion will improve.
What is the schedule for implementation and/or frequency of activities?	Summer: Deans will develop predictable schedules Fall: Engage Black and Brown students with schedules for feedback Winter: Roll out predictable schedules on site and with student success coaches.
How will you evaluate the progress of these activities in meeting this practice?	In fall, we will collect feedback directly from Black and Brown students In winter, we will collect feedback from student success coaches.
How will you evaluate the impact of these activities on the college's equity goals?	Our core goal is to advance Black & Brown student excellence. We will set goals for improving our service to Black & Brown student excellence and measure our progress toward those goals. We will also gather qualitative data about what is working/not working with predictable schedules.
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	There has been some progress completed this year. To finalize this effort, we will need a concerted effort in the next year that

Planning Questions	Responses
	specifically asks our Black and Brown students about usability of these tools.
Who will be involved in implementing these activities and who has decision making authority for this implementation?	<p>Vice Presidents of Learning and Student Success (Fort Steilacoom and Puyallup) will have authority.</p> <p>Instructional Deans will be responsible for creating schedules.</p> <p>Student Services Deans will be responsible for Black and Brown student focus groups.</p> <p>All Deans will be responsible for rolling out with student success coaches.</p>
What resources will be needed and who will authorize the use of those resources?	
What professional development opportunities will support the college with implementation in this area?	
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	

Table 3 Pathway Design Essential Practice Priority Area 2



## Section 4: Student Experience Status Update

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

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

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

Intake

Educational Planning

Progress Monitoring

Placement

Degree Math & English within One Year

Engaging Students in Support of Completion

Classroom Environment & Course Design

• Status Update:

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

This is at scale. We developed Guided Self-Placement for both English and Math that students currently complete. Students are directed to enroll in college-level math and English courses. We have also developed co-requisite models to provide additional support.

14. Please share the Essential Practices from your 2021-2022 work plan. Describe the progress your college has made and remaining goals in the area. Reflective questions to support the development of your answers are available in Appendix B: Student Experience Reflective Questions [insert link].

Intake

Educational Planning

Progress Monitoring

Placement

Degree Math & English within One Year

Engaging Students in Support of Completion

Classroom Environment & Course Design

• Status Update:

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

This continues the work of faculty in developing our Inclusive Pedagogy framework. We are now scaling up through the use of the institutional feedback loops.

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

## Section 5: Student Experience Work Plan

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

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

Intake

Educational Planning

Progress Monitoring

Placement

Degree Math & English within One Year

Engaging Students in Support of Completion

Classroom Environment & Course Design

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

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	a. Develop Inclusive Pedagogy framework site with examples and resources b. Apply inclusive pedagogy in feedback loops: classroom observation form, adjunct leveling, tenure manual, post-tenure manual
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	Faculty developed our inclusive pedagogy framework to address our failures with Black and Brown students. Developing accountability and expectation structures (which we currently do not have around this framework) ensures its wide use in the classroom.
What outcomes do you anticipate will improve based on these activities?	Black and Brown student success rates and self-efficacy
What is the schedule for implementation and/or frequency of activities?	Fall 2022: feedback loops will be in place
How will you evaluate the progress of these activities in meeting this practice?	These feedback loops evaluate the use of inclusive pedagogy at scale.

Planning Questions	Responses
How will you evaluate the impact of these activities on the college's equity goals?	This activity is a college racial equity goal.
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	This continues the work of faculty in developing the framework. We are now scaling up through the use of the feedback loops.
Who will be involved in implementing these activities and who has decision making authority for this implementation?	<p>Vice Presidents of Learning and Student Success (Fort Steilacoom and Puyallup) will have authority.</p> <p>Faculty will finalize design for Inclusive Pedagogy framework site. MarCom will be responsible for developing site.</p> <p>Faculty Union President and union team are involved in finalizing these structures.</p>
What resources will be needed and who will authorize the use of those resources?	
What professional development opportunities will support the college with implementation in this area?	
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	

Table 4 Student Experience Essential Practice Priority Area 1

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

Intake

Educational Planning

Progress Monitoring

Placement

Degree Math & English within One Year

Engaging Students in Support of Completion

Classroom Environment & Course Design

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

Planning Questions	Responses
Give a brief description of activities your campus will implement in the 2022-2023 academic year to move your campus toward full implementation of the practice as defined above.	We will implement the Achieving the Dream holistic student services model to redesign student intake.
What data (quantitative and qualitative) did your college consider in order to motivate the choice of this practice as a priority and what data will you use to evaluate the success of your activities?	Black and Brown students are less likely to navigate the current structures in place at our institution. As we evaluate the implementation, we will look at the improvements in the Black and Brown student journey through intake.
What outcomes do you anticipate will improve based on these activities?	Our Black and Brown students will experience higher enrollments, higher completion of financial aid requirements, more connections to basic needs and other student services.
What is the schedule for implementation and/or frequency of activities?	Summer 2022: New leadership structure implemented in student services By end of Fall 2022: Communication and technology plans within student services are implemented
How will you evaluate the progress of these activities in meeting this practice?	
How will you evaluate the impact of these activities on the college's equity goals?	We will focus our evaluation of these changes on Black and Brown students.
For activities that are revisions (iterations) of current activities, why are you choosing to adapt your practice in this way?	N/A

Planning Questions	Responses
Who will be involved in implementing these activities and who has decision making authority for this implementation?	Vice Presidents of Learning and Student Success (Fort Steilacoom and Puyallup) will have authority. Student Services Deans will be responsible for implementing restructure.
What resources will be needed and who will authorize the use of those resources?	
What professional development opportunities will support the college with implementation in this area?	Achieving the Dream has provided guidance for use of their Holistic Student Services toolkit.
Share ways the Student Success Center team at SBCTC can be helpful or other feedback you have.	

*Table 5 Student Experience Essential Practice Priority Area 2*

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

## **Purpose**

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

## **Effective College Committee Structure**

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

## **Student Centered**

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

## **Committed Leadership**

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

## **Engagement**

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

## **Pathways (Meta Majors), Programs of Study, and Program Maps**

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

## **Outcomes Alignment**

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

## **Structured Exploratory Experiences**

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

## **Predictive Courses**

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

## **Math Pathways**

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

## **Scheduling**

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

## **Intake**

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

## **Placement**

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

## **Educational Planning**

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

## **Degree Math and College Level English within One Year**

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

## **Progress Monitoring**

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

## Engaging Students in Support of Completion

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

## Classroom Environment and Course Design

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

## Appendix A: Pathway Design Reflective Questions

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

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

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



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

### Reflective Questions: Structured Exploratory Experiences

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

### Reflective Questions: Predictive Courses

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

### Reflective Questions: Math Pathways

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

### Reflective Questions: Scheduling

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

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

## Appendix B: Student Experience Reflective Questions

### Reflective Questions: Intake

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

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

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

### Reflective Questions: Placement

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

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### Reflective Questions: Educational Planning

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

### Reflective Questions: Outcomes Alignment

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

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

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

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

### Reflective Questions: Progress Monitoring

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

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

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

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### Reflective Questions: Engaging Students in Support of Completion

- How does your college identify students losing momentum in a class or on their educational plan toward their credential goal?
- What college strategies are designed to support the student regaining their momentum? Who is responsible?
- Approximately what percentage of students that are pursuing a selective admissions program are accepted?\*
- Approximately what percentage of students that are pursuing a selective admissions program transition to another program?\*
- Approximately what percentage of students that are pursuing a selective admissions program exit the college altogether prior to and after admission?\*
- When you disaggregate your college's data about students that are pursuing a selective admissions program by race and gender, what gaps exist?
- Disaggregated by race and gender, approximately what percent of students that are pursuing a selective admissions program who are not making appropriate progress to be accepted are offered assistance to redirect them to another more viable path to a credential and a career?\*

### Reflective Questions: Classroom Environment and Course Design

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

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