

3-2-20 HIGHLINE COLLEGE Guided Pathways Implementation Work Plan¹

WORK PLAN PURPOSE

This tool is designed to help your college:

- **Assess** how far along you are in implementing essential Guided Pathways practices at scale
- **Plan** for scaled implementation in areas where additional work is needed
- **Monitor** your progress toward full implementation
- **Inform** improvements to future institutes, coaching, or additional technical assistance

WORK PLAN INSTRUCTIONS

For each essential practice area, describe both its current status on your campus and the steps you will take to make the transition from current practice to full implementation of each essential element of Guided Pathways at scale, defined as reaching all credential-seeking students. Please keep the following in mind as you complete or update this work plan:

- Activities need to be specific and actionable. Your description needs to include any key work products, milestones, or deliverables. Identify the data you will need to use for planning.
- Each activity must have an accountable person or group with a defined role, responsibility, and authority for its completion.
- Scale is a critical element of Guided Pathways implementation. When an essential practice includes an activity that must be 1) scaled or 2) made mandatory, explain the mechanism which will ensure scale and/or mandate is met.
- If an activity in the work plan is ongoing (for example, groups of faculty meeting to review course data), please use the “target completion date” column in the timeline table to indicate the frequency (twice quarterly, weekly, etc.) of that activity.
- It is important that the set of activities you describe will clearly result in meeting the provided definition of each Guided Pathways essential practice (in bold above each Action Plan). While we expect you’ll have more details for the upcoming year of work, this plan must include all years.
- In the narrative description of your progress, please address both accomplishments and challenges. Open discussion on these topics will inform the content of future institutes and technical assistance.

¹ Derived from the work plan developed in collaboration with College Spark Washington

- If initial work on a particular essential practice is complete, use the work plan to lay out activities you will engage in to refine and improve your college's implementation of that practice.

WORK PLAN TIMELINE

DUE DATE: March 2, 2020

FINAL REVIEW COMPLETED: April 3, 2020

Highline College Key terms:

A **guided pathway** “is a descriptive and easy-to-use plan that guides students into and through college to the successful completion of a credential and the transition to a baccalaureate program or the labor market. A guided pathway integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences that match a student’s interests and goals, and better prepares them for success in a rapidly changing global environment.” (from “Building Guided Pathways: Practical Lessons from Completion by Design Colleges”)

Highline Pathways are the broad, thematic areas that cluster similar programs. (Other colleges use the term “meta-majors” to refer to what we call Highline Pathways.)

Program means the set of courses leading to a degree or to a certificate.

Program/degree maps: easy-to-read guides that show what courses students need to take in order to complete a program (a degree or certificate) including the specific math requirement, the order in which courses should be taken, and deadlines for completing scholarships, financial aid, and advising appointments. Program maps show students how they can complete a two year degree in two years if they attend full-time, and how they can complete their degree over a longer time frame by attending part-time.

Academic plan: a student’s plan for completing a specific program. These are based on the program/degree maps and the student’s individual goals. Each student creates an academic plan in consultation with an assigned advisor.

Gatekeeper courses: are courses, in addition to math and English, that students must take to complete the program. Courses are gatekeepers when they act as barriers to student progression, like the first course in a series or a course that is a prerequisite for other courses in the program.

HIGHLINE COLLEGE PRIORITY AREA 1: All programs (degrees and certificates) prepare students for better jobs, further education, and increased opportunities.

SBCTC Guided Pathway Essential Practices:

- Meta Majors & Programs of Study (2)
- Exploratory Sequence for Each Meta Major (3)
- Designing Program/Degree Maps (4)
- Degree Math & College Level English within 1 year (10)
- Math Pathways (12)

META MAJORS AND PROGRAMS OF STUDY

SBCTC: Programs of Study (clustered into Meta Majors) are well-designed to guide and prepare students to enter employment and/or further education. Learning outcomes are clearly defined for each program of study (not just defined at the course level) and those learning outcomes inform a default course sequence aligned with industry identified needs, transfer pathways, and degree completion minimum requirements.

Highline: All programs at Highline (degrees and certificates) are designed to support students in entering employment and/or pursuing further education. Highline Pathways group similar degree and certificate programs together so students can choose a broad area (often referred to as a “meta-major”), like Health and Wellness, *before* they choose a specific certificate or degree, like Medical Assisting.

All degrees and certificates have clearly identified program learning outcomes that are aligned with industry identified needs (professional-technical programs) and/or readiness to transfer into specific majors or BAS programs. These program outcomes provide an overarching description of what students should know and be able to do by the time they finish all the courses in the degree or the certificate. Courses within the program are sequenced so students develop the ability to demonstrate they can meet the program outcomes.

Highline faculty and staff regularly review and revise programs and program outcomes to be sure they align with current workforce and baccalaureate programs requirements.

Minimum Requirements:

By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), 1) Meta Majors and the Programs of Study within them have been defined, 2) each Program of Study has defined learning outcomes at the program level, and 3) relevant industry partner feedback has been incorporated.

Status Update: In December 2019, Highline College surveyed over 300 students across a range of courses to get feedback on the current set of Highline Pathways. Students were asked to comment on the names of the pathways, as well as on the programs included within each pathway. Students were also asked whether Highline should offer an Exploratory Pathway. Results of that survey show that changes in both the names of pathways and the groupings of programs within each pathway need revisions. As well, Highline students are nearly unanimous in their desire for an exploratory option.

In terms of program-level outcomes assessment, Highline's faculty-led Assessment Committee has begun the process of reviewing and revising the program outcomes for the AA-DTA, which is the most common degree sought by Highline students. The Assessment Committee is also working to identify common rubrics to assess student achievement of program outcomes particularly for students pursuing transfer degrees.

At the same time, Faculty Senate is reviewing Highline's requirements for the AA-DTA in light of requirements at transfer-receiving institutions in order to achieve better course alignment. Highline is also in the process of negotiating additional articulation agreements with our transfer-receiving partners, for example for Honors students transferring to CWU.

Faculty are currently updating curriculum maps in professional-technical and BAS programs to indicate the courses in which students work on developing program-level outcomes. All of Highline's professional-technical programs have external advisory committees who provide input on current workforce requirements and employment opportunities.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to Meta Majors and Programs of Study.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Revise and approve Highline Pathways (Meta majors) and revise and approve programs within the pathways based on student feedback from fall 2019	Faculty team & Advising Council representatives	Course releases for cross-divisional faculty	Spring 2020	Planning

<ul style="list-style-type: none"> Engage departments Engage students Engage communications and marketing Engage student services staff 		team; support for student input		
Revise Highline College website presentation of pathways	Web team		Summer 2020	Planning
Review and revise as necessary learning outcomes for each program, including transfer degrees, and document the process for incorporating industry/partner feedback into professional-technical and BAS program outcomes, and feedback from an advisory board of admissions officers from partner institutions including UW and CWU	Assessment Committee; instructional deans; off campus stakeholders	Continued leadership by the Assessment Committee and Faculty Senate	Spring 2020 and annually	Early implementation
Develop rubrics to assess student achievement of program outcomes, including transfer degree outcomes	<i>Assessment Committee</i>	<i>Course release for Assessment Committee chair and vice-chair</i>	<i>Fall 2020</i>	<i>Planning</i>
Develop a process for using assessments of student achievement of program outcomes to improve educational programs	<i>Assessment Committee</i>	<i>Course release for Assessment Committee chair and vice-chair</i>	<i>Fall 2020</i>	<i>Planning</i>
Once common rubrics have been established, develop a process to help faculty learn to use the rubrics, including part-time faculty	<i>Assessment Committee (see also "ensuring learning" section of plan)</i>	<i>Course release for Assessment Committee chair and vice-chair; stable funding source to support adjunct faculty participation</i>	<i>Winter 2021</i>	<i>Planning</i>
Assess and revise, if necessary, the current Outcomes Alignment course; update or adapt course to include program outcome and course outcome alignment	<i>Assessment Committee</i>	<i>Course release for Assessment Committee chair</i>	<i>Winter 2021; annually</i>	<i>Planning</i>

		<i>and vice-chair; stable funding source to support adjunct faculty participation</i>		
Review programs to ensure that relevant industry partner feedback has been incorporated	<i>Dean for Workforce, prof- tech faculty coordinators</i>		<i>Spring 2021; annually</i>	<i>Planning</i>
Continue revising Highline website to update program pages	<i>Web team</i>		<i>Spring 2021</i>	<i>Planning</i>
Review programs and pathways with students in all parts of the curriculum; revise as necessary Elicit feedback from other campus and community stakeholder groups	<i>VPSS & VPAA</i>		<i>Spring 2022; annually</i>	<i>Planning</i>

EXPLORATORY SEQUENCE FOR EACH META MAJOR

SBCTC: Students who do not have a specific Program of Study in mind are required to choose a Meta Major in a broad field of interest (such as business, allied health, education, etc.) with a default curriculum that gives them a taste of the given field.

Highline: At the beginning of every pathway, students have the opportunity to choose a default exploratory course sequence, which may include a college success course and/or a pair of linked courses (curricular learning community). The purpose of the default exploratory course sequence is to help students figure out what they want to do in college and beyond; build connections with other students, faculty, and staff; and get to know the supportive resources Highline has to offer. This exploratory sequence is assessed using disaggregated data to determine whether it is helping to close equity gaps; improvements are made as needed based on that and other assessments.

Minimum Requirements:

By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), a default exploratory course sequence for each Meta Major has been designed. By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), these

exploratory sequences are being used by students who select a Meta Major upon enrollment but have not determined their Program of Study, and the college has a system in place to utilize disaggregated data to assess the extent to which exploratory sequences are supporting the college's identified equity goals.

Status Update: Highline offers several versions of a college success of college 100 course, contextualized for different student populations. Highline also offers multiple versions of curricular learning communities in which cohorts of students take two or more courses together. Some of these learning communities, including Jump Start and IBEST, cross between non-credit and credit-courses. Other learning communities, including UMOJA and PUENTE, offer culturally responsive curricula. In 2019-2020, Highline piloted the ARRIVE learning community model, in which students take an ENGL or a CMST course coupled with a 2-credit college 100 course.

Many faculty at Highline are trained in and use evidence-based Reading Apprenticeship practices in their courses.

In addition, TRIO has a very successful model for classes that address this priority directly. TRIO has a course that focuses on study and academic success strategies (with metacognition strategies specifically), as well as Transfer Strategies Course and Professionalism courses where students learn about career exploration, transfer applications, scholarship, internship, fellowship applications, workforce navigation, and navigation of higher education as first generation college students and professionals.

Highline's Mission Fulfillment Report includes disaggregated data on student completions, revealing persistent equity gaps.

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2)** **progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to exploratory sequences.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
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Convene interested stakeholders in developing shared understanding of this essential practice; identify leadership team for this essential practice—exploratory sequence (ES)	VPAA & VPSS		Spring 2020	Planning
Identify critical elements in current versions of COLL 100 and Career 110; identify desired elements of revised college success course; consider role that Career Coach could play in the course	ES leadership team		Spring 2020	Planning
Review peer institutions' practices with respect to requiring a college success course: does it apply to all students? How many credits? How does it fit within varying programs (transfer and prof-tech)?	ES leadership team		Spring 2020	Planning
Charge the ES team attending National Summer Institute at Evergreen with developing a two-year action plan for ensuring that: <i>students have the opportunity to choose a default exploratory course sequence at the beginning of every pathway, which may include a college success course and/or a pair of linked courses (curricular learning community). The purpose of the default exploratory course sequence is to help students decide what they want to study at Highline and beyond; build connections with other students, faculty, and staff; and get to know the supportive resources Highline has to offer. This exploratory sequence is assessed using disaggregated data to determine whether it is helping to close equity gaps; improvements are made as needed based on that and other assessments.</i>	VPAA & VPSS; ES-NSI team leads		Spring 2020	Planning
Team attends summer institute: draft course outcomes for college success course; investigate possibilities for linked learning communities in each pathway; research barriers to requiring college success course for all degree-seeking students; design assessment strategies	ES-NSI team	Conference fees; course release for NSI team leads	July 2020	Planning
Convene wider group of stakeholders to present the two year action plan for the exploratory course sequence and assessment plan, get feedback, and make changes as needed	ES-NSI team leads		July 2020	Planning
Convene college success course redesign team; review draft course outcomes; review pathways and programs to determine where it would fit; explore possibilities for piloting redesigned course in 20-21; develop communication and outreach plan to all interested stakeholders	ES-NSI team leads		July/August 2020	Planning

Engage students in review of college success course curriculum and options for exploratory course sequences	<i>ES leadership team</i>	<i>Support from GP communications team; Gift cards for students</i>	<i>Fall 2020</i>	<i>Planning</i>
Engage faculty and staff in review of college success course curriculum and options for exploratory course sequences, including addressing scheduling, advising, credit challenges inherent in designing a potential new graduation requirement.	<i>ES leadership team</i>	<i>Support from GP communications team</i>	<i>Fall 2020 and Winter 2021</i>	<i>Planning</i>
Propose course changes as needed through the curriculum approval process	<i>ES leadership team</i>		<i>March 2021</i>	<i>Planning</i>
Identify exploratory course sequences for all pathways to include in 2021-2022 annual schedule	<i>ES leadership team</i>		<i>May 2021</i>	<i>Planning</i>
Develop professional development training for any instructor interested in teaching the college success course and/or the exploratory course sequences	<i>ES leadership team</i>	<i>Course releases or stipends spring 2021; support from Ed Tech and LTC</i>	<i>June 2021; assess, revise as necessary, and repeat annually</i>	<i>Planning</i>
Offer professional development training to interested instructors	<i>ES leadership team</i>	<i>Course release or stipends for instructors; stipends for participants</i>	<i>Summer 2021; repeat annually</i>	<i>Planning</i>
Offer exploratory courses/college success course	<i>Faculty</i>		<i>Begin fall 2021</i>	<i>Planning</i>
Develop assessment, including a strategy for examining disaggregated student completion and persistence data, to ensure that this essential	<i>IR and VP-EDI</i>	<i>Contract with Hanover Research</i>	<i>Begin planning fall 2021;</i>	<i>Planning</i>

practice is helping close equity gaps; revise courses and/or professional development for instructors as needed			<i>conduct first full assessment by Spring 2022; repeat annually</i>	

PROGRAM/DEGREE MAPS

SBCTC: Each Program of Study is clearly mapped out for students and provides a coherent pathway from college entry through completion or transfer. Students know which courses they should take and in what sequence, and are directed to default course selections related to their meta major and program. Courses critical for success in each program and other key progress milestones are clearly identified. Default schedules are designed to lead to on-time completion, and students can customize their academic plans by working with an adviser or faculty member to address their individual context.

Highline: Easy-to-read guides, or program maps, for all the degrees and certificates offered at Highline are available to students. Program maps show students which courses need to be taken to complete the degree or certificate as efficiently as possible, and in which order, whether students plan to attend full-time or part-time. A set of program maps has been customized with the audience of high school students, staff, and families in mind. A related set of maps has been designed with ESL/ABE students in mind, including producing them in multiple languages, and show the progression from ESL/ABE courses into credit courses.

The program maps also show students when they need to complete other requirements, like applying for scholarships, checking in with advisors, or exploring options for transferring to baccalaureate program. Students create academic plans based on these program maps, and they can customize their academic plans by working with an advisor or a faculty member.

Minimum Requirements:

By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), default course sequences are established for each program and have been reviewed cross-departmentally to identify potential conflicts, and complementary and toxic course combinations.

Status Update:

Professional-technical programs have already identified the courses needed to complete degrees and certificates in each area. These lists of courses are published on the website and in the catalog. The same is true with BAS programs.

Transfer programs organized around specific major-ready programs (the AA-DTA/MRP Biology, for instance), also list the courses required for students to transfer major ready to the schools that have signed on to that particular articulation degree.

Faculty Senate is facilitating discussions of Highline's AA-DTA requirements in light of the increased interest, system-wide, in making it easier for students to transfer without extra credits and ready to enter into majors.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.
- No later than **year 2**, please submit your completed program maps with your work plan.
- No later than **year 3**, please include in your status update explicit details regarding the extent to which maps are being used by students at scale and utilized to inform scheduling.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Identify an inter-departmental, cross-divisional, program map design team	VPAA & VPSS		<i>Spring 2020</i>	<i>Planning</i>
Create the protocol for developing program maps for all degrees and certificates: <ul style="list-style-type: none"> • Review program map templates at peer institutions • Identify student services information to include: scholarship deadlines, meetings with advisors, graduation application deadlines, etc. • Review data on degrees and certificates awarded in the past five years, and on Highline’s primary transfer-receiving partners • Determine degree of prescriptiveness vs. freedom for students choosing electives that are not specified by the transfer receiving institution (e.g. would maps say “humanities distribution” or specify the HUM course?) • Review tools for accessing labor market trends (e.g. EMSI) • Review prof-tech course lists for degrees and certificates; compare with DTA and DTA/MRP course lists • Within the AA-DTA, develop the process for determining the potential majors for which to develop program maps 	Program map design team Student focus group panels	<i>Course releases for faculty</i> <i>Gift cards for students</i>	<i>Spring 2020</i>	<i>Planning</i>

<ul style="list-style-type: none"> ● Identify process for determining the degree-required math course at primary transfer-receiving institutions for specific programs/majors ● Draft program map template ● Include the first college English course within the first 45 credits ● Include the first degree-required math course within the first 45 credits ● Get student feedback on program map template ● Get faculty feedback ● Get student services feedback ● Revise program map template ● Propose a program mapping team structure 				
<ul style="list-style-type: none"> ● Invite feedback on program maps from Highline School district high school counselors 	Program map design team	<i>Stipends for HPS counselors</i>	<i>End of June 2020</i>	<i>Planning</i>
Pilot program map development process with selected programs: <ul style="list-style-type: none"> ● Identify course sequences ● Identify mode and time, etc. variations ● Include path to program from ESL/ABE ● Refine program map template and guide for faculty teams that includes specifications for program maps ● Review web pages associated with program maps on other college sites ● Draft template for web page associated with each program map ● Get feedback from students, faculty, staff, and community members ● Revise web page template 	Program map design team Web team	<i>Stipends or course releases for design team</i> <i>Gift cards for students</i>	<i>Summer 2020</i>	<i>Planning</i>
Faculty teams develop maps: <ul style="list-style-type: none"> ● Assemble team 	<i>Faculty teams</i>	<i>Stipends for faculty teams</i>	<i>Fall/Winter 2020-2021</i>	<i>Implementation</i>

<ul style="list-style-type: none"> Develop draft maps that meet specifications, including specific degree-required math course Develop sample schedules (FT/PT, Day, online, evening, weekends) Develop content for web page associated with each program map 		<i>GP project manager support</i>		
Develop map guidance for advising: <ul style="list-style-type: none"> Circulate to stakeholders, including students, to get feedback and revise as necessary Identify capacity bottlenecks Determine staffing bottlenecks Identify schedule conflicts 	<i>Faculty teams & student services teams</i>	<i>Stipends for faculty & staff teams</i> <i>Software like Ad Astra or 25 Live features to help with schedule analysis</i>	<i>Winter 2021</i>	<i>Implementation</i>
Research labor market trends and values; begin discussions of potential new programs or revisions to existing programs	<i>IR, VPAA, Instructional deans</i>	<i>Contract with Hanover Research</i>	<i>Winter 2021 and then annually</i>	<i>Planning</i>
Pilot maps <ul style="list-style-type: none"> Evaluate maps and revise Roll out 2nd edition maps for use in Academic Year 2021-2022 	<i>Faculty teams & student services teams</i> <i>Publish new maps on Highline website</i>	<i>Stipends for team members</i>	<i>Spring 2021</i>	<i>Implementation</i>
Develop plan to evaluate impacts: <ul style="list-style-type: none"> Offerings Enrollments Progression 	<i>IR, GP core team</i>		<i>Evaluate impacts after first year; revise as</i>	<i>Planning</i>

<ul style="list-style-type: none"> Get feedback from students 			<i>necessary for 2022- 2023; repeat</i>	
Review program maps	<i>Faculty</i>	<i>Time</i>	<i>annually</i>	<i>Planning</i>

DEGREE MATH AND COLLEGE LEVEL ENGLISH WITHIN ONE YEAR

SBCTC: The majority of students earn college-level English and degree math (the math required for their program of study) credit within one year of enrollment. A variety of strategies may be used, including utilizing alternative placement measures (HS transcripts, SBA scores, Guided Self Placement) at scale, co-requisite college-level math and English courses that integrate pre-college or foundational, and/or shortening the pre-college course sequence and contextualizing pre-college courses to Meta Majors.

Highline: The majority of students earn at least the first 5 credits of their degree-required English, and the first 5 credits of their degree-required quantitative requirement within one year of full-time enrollment. Highline uses multiple measures, including alternative placement measures, to determine students' initial placement into English and Math. Co-requisite math and English courses are offered, and regularly assessed and revised and improved as necessary. The Math and English departments maintain a commitment to shortening the pre-college course sequence as much as possible while simultaneously ensuring that students are successful in their college-level courses. Work is underway in Math, English, and ABE/ESL to contextualize pre-college and upper-level non-credit courses to Highline's Pathways.

Minimum Requirements:

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update:

Highline's Placement and Testing Center is a statewide leader in the use of multiple measures and alternative placement measures. The English Department has also been a leader in revising development education sequences to shorten the pre-college course sequence, integrate reading and writing, and helping students successfully complete ENGL& 101 as quickly as possible. The Math department is similarly committed to using strategies that support students' successful completion of their first degree-required math course, including piloting co-requisite college level math courses. Highline contextualizes math and English through the Jump Start program, which is designed to help students transition from ABE/ESL to college-level courses, as well as through I-BEST. This year, Highline faculty are piloting a contextualized math curriculum in the context of an ECE I-BEST program.

TRIO and Pathway students have access to a Math 51 co-requisite course now for Math 81 and 91.

A cross-divisional Math Attainment Committee worked together during the 2018-2019 academic year to generate recommendations for improving math attainment, which are now in the process of being implemented.

Highline's Mission Fulfillment Report includes data on the percent of degree seeking students who complete the degree-required math within a year of enrolling, including disaggregated data.

Please note:

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- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.
- Your status update should include the **percentage of credential-seeking students at your college who earn college-level math within 1 year**. If this is less than 50%, please be explicit about how you will increase this rate.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Continue to investigate, implement and assess co-requisite math classes for college-level math courses, including MATH 146 and MATH 107, with the goal of supporting students in completing their first 5 credits of degree required math within their first 45 credits.	Math Department	PD funds	Ongoing	Iterative
Review disaggregated data on student achievement of first degree-required quantitative course within first 45 credits; review current strategies for improving those rates; identify priorities for AY 20-21	VPAA, Math Department Coordinator, Pure and Applied Sciences Division Chair		Spring 2020	Planning
Assess the co-requisite pilots; make changes as necessary	IR, VPAA, & Math Department		Ongoing	Planning
Continue to investigate, implement, and assess strategies to help students earn their first 5 college-level English credits within the first 45 credits of enrolling.	English Department		Ongoing	Iterative
Review disaggregated data on student achievement of first degree-required English course within first 45 credits; review current strategies for improving those rates; identify priorities for AY 20-21	IR, VPAA, English Department Coordinator, Humanities Division Chair		Spring 2020	Planning
Continue to identify successful models that help students transition from ABE/ESL to credit-bearing courses and complete the first degree required English course and the first degree required quantitative course within their first 45 credits	ABE/ESL Department		Ongoing	Iterative

Pilot the use of Highline faculty member Christie Knighton's framework for assessing transition barriers and supports to identify systemic barriers; address barriers	ABE/ESL leads and College & Career Readiness dean		Spring/ summer 2020	Planning
Continue exploring and implementing equitable assessment strategies, including the use of multiple measures, and continue assessing the impact of various assessment and placement practices	Placement and Testing Department		Ongoing	Iterative
Update HS transcript policies	Placement and Testing, Math Dept workgroup		Spring 2020	Planning
Explore existing and alternative course delivery models for MATH 91	ABE & Dev Math Committee		Spring 2020	Planning
Establish articulation between ABE and MATH 81 and 91	ABE & Dev Math Committee		Fall 2020	Planning
Make registration in MATH 91 automatically available for students who pass designated ABE math course	ABE, Dev Math Committee, Registrar		Fall 2020	Planning
Implement the classroom advising model in MATH 81 and MATH 91	Math Dept Coordinator, Program Manager for Faculty Advising		Ongoing	iterative
Implement the "MATH in 45" campaign	Placement and Testing Center		Ongoing	Iterative

MATH PATHWAYS

SBCTC: Required math courses are appropriately aligned with Meta Majors, and where possible contextualized to students' field of study.

Highline: Align math courses with Highline's pathways and where possible, contextualize math courses to students' fields of study.

Minimum Requirements:

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update:

TRiO advisors work with students to choose math courses that align with their intended majors, transfer plans and careers. For example, students who are pursuing Social Work at UW should take Math 107.

Faculty from the Math Department and from the ABE/ESL department jointly planned and hosted a professional development workshop last year provide by TERC (formerly *Technical Education Research Centers*) on [Curriculum for Accelerated Math](#), an adult numeracy curriculum. Highline faculty are using the CAM curriculum to contextualize math within an ECE I-BEST program.

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2)** **progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to Math Pathways.

Action Plan

Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.

Person/Group/Entity Responsible

Resources Needed

Target Completion Date

Status: Planning, Early Implementation, Scaling, Iterative

Review math pre-requisites for science courses	<i>Math Attainment Committee chair</i>		Spring 2020	<i>Planning</i>
Review math requirements for transfer programs; include in program maps	Program mapping design team; faculty teams developing program maps		Fall and winter, 2020	<i>Planning</i>
Share results of math requirement review with Math Department to facilitate scheduling changes as needed	<i>GP project manager</i>		<i>Winter 2021</i>	<i>Planning</i>
Assess pilot to contextualize math within ECE I-BEST; evaluate opportunities to offer contextualized math within other I-BEST programs	<i>College and Career Readiness Dean, I-BEST faculty</i>		<i>Spring 2020</i>	<i>Planning</i>
Assess co-requisite MATH 146 course contextualized to the cohort learning communities; evaluate whether and how to replicate that learning opportunity for students	<i>LC program manager, lead faculty, Math Department Coordinator, Academic Transfer Dean</i>		<i>Spring 2020</i>	<i>Planning</i>

HIGHLINE PRIORITY AREA 2: All students have the supports they need to explore career options, become part of a community, and complete programs efficiently.

SBCTC Guided Pathway Essential Practices:

Intake (8)

Advising (9)

Scheduling (13)

Intervention and/or Redirecting Students as Needed (15)

INTAKE Team:

Every new credential-seeking student is helped to explore career/college options, choose a Meta Major upon enrollment, and enter a Program of Study within no more than two quarters. If not already the case, orientation and intake activities become mandatory so that students can be helped to clarify their goals for college and careers and to create an academic plan based on program/degree maps created by the faculty.

Highline: All new students participate in an orientation which is designed to explain how pathways and programs work, introduce students to academic plans for degrees and certificates they might be interested in, and explain the process for finding financial and other resources for getting started. Every new credential-seeking student is helped to explore career/college options in their first quarter by taking a college success course or an exploratory sequence of courses in any of Highline's Pathways. By the time they complete their second quarter, or 30 credits, if not sooner, students are ready to choose a specific program of study.

Students who are interested in limited-access programs such as nursing are helped to explore alternative programs in the event they are not accepted into that program.

Minimum Requirements:

By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), a plan for an intake and orientation system that meets the provided definition has been created and it includes a mechanism for making it mandatory for students to choose a Meta Major upon enrollment and a Program of Study within two quarters. Please be sure to describe this mechanism in this document. By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), this plan is fully implemented and it is refined in years four and five as needed.

Status Update

Currently, students who intend to take ABE/ESL courses, roughly a third of all Highline students, go through an intake process managed by ABE/ESL faculty and staff. Students who intend to enroll in credit courses go through an intake process managed by Student Services staff.

Beginning in 2018-29, Highline's Advising Council engaged in process mapping to better understand how students enter the institution. Based on that mapping and student feedback, student services staff are engaged in the process of revising the New Student Orientation (NSO) offered to students who intend to enroll in credit courses. Simultaneously, ABE/ESL faculty are working with interns from Seattle University to develop a new student orientation process for students who intend to enroll in ABE/ESL non-credit courses.

In response to surveys, students provided feedback about revisions needed to Highline's current pathways, and the programs grouped into each pathway. We need to process and act on that information (see Meta-Major essential practice plan).

We have multiple venues currently for engaging students in career exploration, from a link to Career Coach on our website to an intensive career exploration course. We need to identify the current ways we engage students in career exploration, and one likely outcome is the development of a revised college success course (see Exploratory sequence for each meta-major essential practice plan).

On campus, there is a shared sense of urgency about the need to connect students with financial resources earlier and more clearly. Financial Aid has resumed the practice of offering Financial Aid workshops on a weekly basis. The Transitions team is offering Financial Aid workshops to ABE/ESL students. The campus has identified a need to find funding for students who don't qualify for WAFSA. We are also on the verge of implementing Ability to Benefit.

Through a partnership with United Way, Highline has a Benefits Hub on campus. We are also partnering with King County Housing Authority on a project called "While in School Housing." We have a food pantry on campus. We recognize that we need a better strategy for making sure that students know about these additional supports.

The TRIO Program hosts an annual Fall First Generation Student Success Seminar for all new and incoming first-generation students to explore goal setting, academic planning and success as well as to connect them to resources on campus.

Please briefly describe **1) the current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3) the remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to intake.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Share results of process map of current of intake processes across all college program areas with cross-campus stakeholders; identify common elements and program- or student population-specific intake needs; map desired future state based on that information	Advising Council	Additional consultant time for process mapping?	Spring 2020	Planning
Redesign New Student Orientation and related pre-enrollment practices	Lilly Oh, Admissions Staff, Advising Council Orientation Sub-Committee		End of Spring 2020	Planning/early implementation
Consider adding mandatory blocks to SMS system for advising requirements with these caveats: staffing is sufficient to meet student needs without creating additional and unintended bottlenecks; blocks can easily be lifted for students who may have completed requirements in other ways (i.e. I-BEST, Jump Start)	Advising Council, Enrollment and Admissions	Capacity analysis	End of Spring 2020	Planning/early implementation
Finalize entry checklist; share widely with campus stakeholders to clarify and differentiate (if needed) this entry checklist from pre-enrollment advising checklist and pathway advising check-list	Lilly Oh, Shannon Waits, Chantal C		Spring 2020	Planning/early implementation

Design, deliver and assess students' experience upon completion of NSO and after 1st quarter classes: what information did they need?	Lilly Oh/NSO committee	Survey development; Instructional design consulting	Spring 2020	Planning/early implementation of completion survey
Plan how to build and integrate entry checklist into ctcLink	<i>Lilly Oh, Shannon Waits, Chantal C, ITS/ctcLink Project Team</i>	<i>ctcLink Business Analyst</i>	<i>Summer 2020</i>	<i>Planning</i>
Create a resource guide for students, staff, and faculty that includes resources available for students on campus, and as well as resources available in the area (create in both physical and digital versions)	<i>Director of Advising, Transfer, and CASE Services & Program Manager for Faculty Advising</i>	<i>GP project manager</i>	<i>Summer 2020</i>	<i>Planning</i>
Assess entry practices, NSO, and Checklist with an anti-oppression, culturally responsive, multilingual, antiracist lens.	<i>GP Core team, Enrollment Services, Advising Council</i>	<i>VP of EDI</i>	<i>Spring 2021</i>	<i>Planning</i>
Translate documents/NSO into multiple languages Design NSOs to be presented in specific key languages i.e. Spanish NSO, Vietnamese NSO, etc.	<i>GP Core team, Enrollment Services, Advising Council</i>		<i>Spring 2021</i>	<i>Planning</i>
Update Career Coach. Consider integrating Career Coach into NSO. (See discussion of exploratory sequence for more information on proposed college success course, which includes career exploration and is designed to help students choose a pathway and a program.)	<i>CASE, Advising, Admissions, ITS</i>		<i>Summer 2020</i>	<i>Planning</i>

Build the use of Career Coach into Jump Start, I-BEST	<i>College & Career Readiness Dean</i>		<i>Summer 2021</i>	<i>Planning</i>
Explore the revival of the College Success Kickoff, with breakout sessions and food, welcoming students and families to campus; incorporate anti-oppression, culturally responsive, multilingual, antiracist lens. Possibly host every quarter	<i>Exec Staff</i>		<i>Spring 2020</i>	<i>Planning</i>

ADVISING

SBCTC: Advising is mandatory and intrusive for all credential-seeking students including ABE/ELL students. Advising facilitates entry into a Program of Study within two quarters and tracks and supports student progress through completion or transfer. Professional advisors and faculty maintain close cooperation to ensure a smooth transition from initial general advising to advising in a program, and advisors may have an area of specialty at the Meta Major or Program of Study level with students assigned to advisors appropriate to their academic goals.

Highline: All credential-seeking students have at least one advisor assigned to them. An advisor helps each student decide which program (degree or certificate) they want to pursue before the end of their second quarter, or before completing 30 credits. The advisor helps students develop their own academic plan based on program/degree maps.

Because many students start planning their educational goals at Highline with staff advisors and then transition to meeting with faculty advisors, staff and faculty advisors participate in regular, shared professional development and maintain close cooperation to ensure smooth transitions and consistent support for students.

Advisors stay in touch with students throughout their time at Highline, making sure students have access to resources that will help them successfully meet their goals.

Minimum Requirements:

By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), a plan is complete that demonstrates how the college will provide advising aligned with Guided Pathways as defined above. By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), this plan is fully implemented and it is refined in years four and five as needed.

Status Update

The Advising Council has developed an advising model which is being presented to campus this quarter.

Highline just hired a program manager for faculty advising in Academic Affairs, which increases support for faculty advising by a .5 FTE. Highline has also recently hired a new Director of Advising, Transfer, and Career Services, along with several Pathway Advisors.

Highline currently offers at least two courses that help students prepare to transfer: both the Honors Transfer Student Success Seminar and the TRiO Transfer Foundations course teach students what they need to know to transfer; together, these courses could become the basis for a course for staff and faculty about what they need to know about transfer (degree requirements, how to check transferability of courses, why transferring major-ready matters and how to help students figure that out, etc.) In January 2020, Highline faculty provided extensive feedback in response to questions about

why course completions are relatively high and degree completions are relatively low—many of their comments focused on the need for better and more consistent advising, as well as on the importance of helping students address non-academic barriers.

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2)** **progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to advising.
- Your action plan should include intentional strategies to improve **historically marginalized students'** retention.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Build campus-wide understanding of the new advising model: <ul style="list-style-type: none"> • Pre-enrollment advising • Pathway advising • Faculty advising • Completion and transfer advising 	Advising Council & Admissions		Spring 2020	Implementation
Develop plan to scale advising model from current state to expected state within two years	Advising Council		Spring 2020	Planning
Negotiate advising loads for full-time faculty across all areas of the curriculum; include description of advisor responsibilities	Admin/HCEA		Summer/Fall 2020	Planning
Identify stable funding source to support adjunct faculty who actively advise students	Admin	Stable funding source	ongoing	Iterative
Develop Canvas course focused on what advisors (at all stages, but especially the last three stages) need to know and be able to do including: <ul style="list-style-type: none"> • Holistic student supports offered on campus 	<ul style="list-style-type: none"> • Advising Course development team • Director of Advising 	Stipends for design team if not part of job	Summer 2020	Planning

<ul style="list-style-type: none"> Identifying and addressing barriers to success that are non-academic Financial support available through HC Degrees offered at HC and the requirements for degrees Preparation for transfer for those pursuing DTA's Opportunities for further education for students earning prof-tech degrees Opportunities for employment via prof-tech degrees and certificates Culturally responsive strategies for checking in with students In-class advising model <p>Course will model culturally responsive, inclusive and accessible instructional techniques.</p> <p>Incorporate feedback and suggestions from faculty meeting Winter 2020</p>	<ul style="list-style-type: none"> Program Manager for Faculty Advising Director of Honors TRiO director Advising Council members Faculty from transfer, prof-tech, and ABE/ESL 	Instructional design consulting		
Offer Canvas course to faculty (FT and PT) and staff advisors	Advising Course development team	Stipends for course participants/ course release for facilitators	Fall, Winter, Spring 2020-2021	Planning
Assess course impacts, revise course based on feedback from participants	Advising Course development team	Stipends for design team if not part of job	Summer 2021	Planning
Offer revised course to faculty (FT and PT) and staff advisors	Advising Course development team	Stipends/ course release	F, W, S 2021-2022	Planning

Implement advising model for all credential seeking students	Advising Council		Fall 2022	Planning and early implementation
Create an entry advising checklist for students and advisors <ul style="list-style-type: none"> - Students: quick Y/N questions to determine identities and needs (ex. foster youth, first-generation, immigrants, adult learners, etc.) - Advisors: questions and things to look out for; understanding of campus resources; trauma-informed practices - Funding Services: clarity around financial aid requirements, funding options, and implications of declared program of study 	Advising Council, Funding Services	Creating and implementing this piece	Spring 2020	Planning and Early Implementation by Advising Council
Reassess current inventory of career related software (Career Coach, WOIS, and others) and tools. Determine the pool of resources the college will utilize moving forward. Incorporate the tools into the structure of our advising model.	CASE, Advising, IT, Counseling, Outreach and Community Engagement	Training advisors to utilize software and tools	Spring 2021	Planning
Organize Pathway Advising Days w/ Faculty advisors <ul style="list-style-type: none"> - Group advising/orientation sessions within a pathway - Demystify the pathway (what can this branch into, what areas are within it, job opportunities, course sequences) - divide into specific academic areas within that pathway - review co-curricular opportunities (scholarships, internships, conferences, etc.) - course registration and degree planning 	Director of Advising, Program Manager of Faculty Advising	Program maps	Fall 2020 (This process will iterate as more maps are completed)	Early Implementation
Develop intervention and retention plan for students who are not completing/not enrolled in a subsequent quarter.	IR, Enrollment Management Team	Contract with Hanover Research	Fall 2020	Planning
Develop a Monthly Training Plan for Advisors to enhance staff's cultural responsiveness, advisor related topics (transfer, resources, campus	Director of Advising, Transfer, and CASE, Program Manager of		Winter 2021	

updates, PeopleSoft), and advising approaches (intrusive and holistic advising practices)	Faculty Advising, Human Resources			
Implement Monthly Training for Advisors (faculty advisors invited): <ul style="list-style-type: none"> - Serving undocumented students - Cultural responsiveness and competency 	Human Resources/Manager of Faculty Advising/Director of Advising		Spring 2021	
Create a student survey after each advising meeting facilitated by student services staff to assess effectiveness of sessions, and student experiences.	Director of Advising/Advising Council/Equity Task Force			Planning
Develop strategy to assess the effectiveness of faculty advising, based on negotiated responsibilities. Begin implementation.	VPAA/HCEA		Spring 2021 and then ongoing	Planning
Update degree audit updates	Dean of Enrollment	Stipend for supplemental employee	Spring 2020	Planning

SCHEDULING

SBCTC: Schedules are consistent and predictable (for example, through block scheduling), and are organized in a way that makes it possible for a full time student to complete a two year degree in two years. The college schedules courses to ensure students are able to enroll in the courses they need when they need them and can plan their lives around school from one term to the next.

Highline: Classes are scheduled so that students attending full-time can complete two-year degrees in two years. Some degrees can be completed by taking classes during the evenings and/or on weekends. An annual schedule is available to all students.

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update:

We have a reconstituted scheduling efficiency committee to look at times classes are offered, including evening and weekend classes, and we are anticipating CTC link's prohibition against signing up for classes with overlapping meeting times. We have expanded evening services for students. Lots of consideration is given to student preferences and needs as faculty coordinators put schedules together. Conversations occur across disciplines and programs. At the same time, we know our scheduling practices do not always take into consideration students' lives.

Please briefly describe **1) the current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3) the remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to scheduling.
- Your Status Update should describe how your scheduling practices will address the needs of **working adults and part-time students**.

Action Plan

Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.

Person/Group/Entity Responsible

Resources Needed

Target Completion Date

Status: Planning, Early Implementation, Scaling, Iterative

<p>Build out our annual schedule to be more comprehensive (Include a variety of times when courses are offered for academic year). See for example Green River's example. Create the ability for students to see only their needed CORE courses.</p> <ul style="list-style-type: none"> ● Streamlined/consistent class schedule ● List of requirements for programs to meet each quarter around their course offerings (see plans for program maps as well) 	Scheduling Efficiency Committee		Spring 2022	Planning
<p>Find a consultant who can help guide an analysis of current scheduling practices, or invest in software, and include student input on scheduling for courses within each program, with the goal of making recommendations that minimize obstacles to and maximize opportunities for completion by offering courses at times that work for students (including evenings and weekends), and in various modes.</p> <p>Recommend looking at Ad Astra software/service for course offering schedule analysis (See Technology section) as well as investigating options within 25 Live for facility efficiency.</p>	Scheduling Efficiency Committee; ITS	Ad Astra contract	AY 2020-2021	Planning
<p>Examine space availability and usage of spaces by program</p> <ul style="list-style-type: none"> ● Ensure space use is equitable across different degree programs 	Scheduling Efficiency Committee		AY 2020-2021	Planning
<p>Identify staffing patterns (full time and adjunct faculty) in course offerings based on schedule or time;</p> <p>Make sure all faculty have the resources needed to fully and successfully advise students (see advising action steps)</p>	Scheduling Efficiency Committee	Funding to train adjunct faculty to advise	AY 2020-2021	Planning

Develop a strategy for minimizing disruptions to students' schedules when courses have to be canceled, including a clear time line for course cancellations	Scheduling Efficiency Committee		Spring 2022	Planning
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INTERVENTION AND/OR REDIRECTING STUDENTS AS NEEDED

SBCTC: The college can identify when students are at risk of falling off their academic plans and has policies and supports in place to intervene in ways that help students get back on track or make a program change as appropriate. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect them to another more viable path to credentials and a career.

Highline: Because each student has an academic plan, advisors can identify when students are at risk of falling off their plan. If this happens, advisors reach out to the student and help them find resources and support to get back on track, or assist students in changing their plans if that's appropriate.

Minimum Requirements:

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update:

We have an advising tool which was developed in house, and has limited capabilities for maintaining student plans. At this time it is expected that the current advising tool will be replaced by the ctcLink Advisement module. Nursing and Respiratory Care have strategies for alerting students who are at risk of falling off plans. So does TRiO, cohort learning communities, and athletes. Students figure this out when they are signing up for FA and the courses they are taking don't match their plan on file.

We currently don't have a proactive strategy of encouraging career exploration in the pre-nursing pathway. We don't do active follow-up for students who are not admitted to limited-access programs.

Highline has recently revised its intervention for students who are on Academic Probation. Lessons learned from that experience can inform the design of this process.

ctcLink is expected to have some student progress tracking capacities.

Please briefly describe **1) the current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3) the remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

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Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Partner with Hanover Research to develop an early warning dashboard	<i>IR, VPSS, ITS</i>	<i>Contract with Hanover Research</i>	<i>Spring 2021</i>	<i>Planning</i>
Implement ctcLink Advisement module to the extent possible	<i>Student Services/ITS</i>	<i>ctcLink Business Analyst</i>	<i>Spring 2022</i>	<i>Planning</i>
Share information about the number of students who appear to be at risk of falling off their academic paths with advisors, faculty, and staff; look for patterns in the data to help identify systemic barriers to success. As needed, develop professional learning opportunities aimed at addressing barriers identified.	<i>IR, VP-EDI, GP communications team</i> <i>LTC program manager, program manager for faculty advising</i>		<i>Spring 2022 and annually</i>	<i>Planning</i>
Develop a process for systematically connecting students with non-academic supports and referrals, including building strong partnerships with Counseling, SAIT, TRIO, Women's Programs, Transition Center, Accessibility Resources, and the Benefits Hub. As needed, develop professional learning opportunities aimed at building faculty and staff awareness of non-academic supports and referrals Implement, assess, revise, repeat.	<i>VPSS, Associate Dean for Accessibility Resources</i> <i>LTC program manager, program manager for faculty advising</i>		<i>Spring 2022 and then annually</i>	<i>Planning</i>

Design professional learning opportunities for advisors (faculty and staff) to engage in culturally responsive, supportive advising with students who are at risk of falling off their paths.	<i>VP-EDI, LTC program manager, program manager for faculty advising, director of advising</i>		<i>Winter 2022</i>	<i>Planning</i>
Develop a strategy to provide students interested in limited access programs, like nursing, with other related options, potentially through a contextualized college success course offered in the beginning of the health care pathway. Implement, assess, revise, repeat.	<i>Exploratory Sequence (ES) leadership team</i>		<i>Spring 2021 and then annually</i>	<i>Planning</i>

HIGHLINE PRIORITY AREA 3: Highline faculty and staff have the competencies, skills and experience to support student success in and out of the classroom in an equitable manner.

SBCTC Guided Pathway Essential Practices:

- Gatekeeper Courses (11)
- Ensuring Learning (16)

GATEKEEPER COURSES

SBCTC: For each Program of Study, the college will identify key gatekeeper courses in addition to math and English and determine the level of student performance that is predictive of student success in completing that specific program. This information will be used to develop supports and increase the integration of teaching and learning strategies such as inclusive pedagogy to increase success in gatekeeper courses as well as used by advisors when helping students select and/or transition between programs of study.

Highline: Faculty identify courses within programs that act as gatekeepers for student progression—courses students must complete successfully to move forward in that program. These courses may be the first of a series of courses within a single discipline, or a course that serves as a prerequisite for moving forward in the program. Gatekeeper courses are usually predictive of student success within the program. Faculty monitor student performance within gatekeeper courses using an equity lens, and use the results of these assessments to make changes in curriculum and pedagogy in order to improve student completions and close equity gaps.

Minimum Requirements:

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), gatekeeper courses have been identified and are used to inform student advising or interventions.

Status Update

The Assessment Committee is redesigning the program/discipline review process, and it includes looking at course completion rates, including disaggregated course completion rates. We have data on course completion rates in Tableau dashboards. Our new Assessment Fellows are beginning to work with faculty colleagues engaged in program review to look at and make meaning of disaggregated course completion data with the goal of addressing equity gaps.

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2)** **progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

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Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Develop a plan to identify gatekeeper courses within each program and to determine the level of student performance that is predictive of success in completing that program	IR, Assessment Fellows, faculty		Winter 2021	Planning
Identify existing gatekeeper courses; share results with departments	IR in collaboration with Hanover Research	Contract with Hanover Research	Spring 2021	Planning
Develop resources and opportunities for faculty to learn about and pilot strategies aimed at increasing student success in gate-keeper courses including, for example: <ul style="list-style-type: none"> • Four connections • Explicit work on time management • Explicit career exploration • Early alerts • SGIDs • Pairing courses to create communities of learners • Using the co-requisite model of support • Contextualization • Study groups • Student feedback • Transparent assignment design • Equitable assessment strategies • Universal design for learning/Accessibility • Reading apprenticeship 	Assessment Fellows, LTC, program manager, LTC faculty fellows	Time/stipends	Spring 2021 and ongoing	Planning

Design and deliver professional learning opportunities intended to increase faculty knowledge, expertise, and comfort with using formative assessment techniques as a way to assess/improve learning with their current group of students including: <ul style="list-style-type: none"> Using formative assessment as an equity strategy to determine needed scaffolding Using transparent assignment design as an equity strategy, ensuring all students begin their assignments with the same understanding of what's being asked and what quality work will look like 	LTC and faculty fellows	Support for faculty fellows; materials; light refreshments	Begin during 2020-2021; ongoing	Planning
Assess effectiveness of professional learning opportunities and revise to improve effectiveness	LTC and faculty fellows; IR	Support for faculty fellows; materials	Begin during 2020-2021; ongoing	Planning
Implement strategies and evaluate effectiveness	Faculty, Assessment Fellows		AY 2021-2022 and ongoing	Planning

ENSURING LEARNING

SBCTC: Faculty assess whether students are mastering learning outcomes and building skills across courses within each program. This information is available to students. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs. The college assesses effectiveness of educational and pedagogy practice and uses results to create targeted professional development.

Highline: Faculty and administrators serving on tenure-working committees and post-tenure evaluation committees have a shared understanding of the [revised criteria for tenure](#) approved in 2014, what those criteria look like in practice across the curriculum, and how those criteria support student success and the reduction of equity gaps. Committee members have access to a set of common evaluation forms and rubrics, as well as an understanding of the role of bias in faculty evaluation.

Faculty regularly assess whether students are mastering learning outcomes and building skills within each program, and use the results of assessments to make changes in curriculum and pedagogy in order to improve the effectiveness of their programs, including addressing equity gaps.

Students know the learning outcomes for their programs (in addition to course-level learning outcomes) and they know why these outcomes have been identified. Students have access to aggregated results of the assessments of student achievement of program learning outcomes, as well as changes made in response to those assessments.

Professional development at Highline is offered in response to results of program-level and course-level learning outcomes assessments.

Minimum Requirements:

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update

Highline faculty have robust practices around assessing student learning outcomes at the course level, and use assessment to make changes in curriculum and pedagogy. Highline's Assessment Tool, an online platform that stores data from learning outcomes assessment, has been in use for a decade and this year, the Assessment Committee is assessing the tool with the goal of revising it as needed. Departments have the practice of meeting annually to discuss the results of course-level outcomes assessment. Outcomes assessment is included in the tenure criteria; so too is practicing culturally responsive instruction.

We have a dedicated Learning and Teaching Center, and an Instructional Design team. The college supports both with staff and re-assigned faculty time. We have growing recognition across campus about the importance of incorporating social-emotional learning into instructional practices.

The faculty-led Assessment Committee is revising the college process for assessing program outcomes in both professional-technical and academic programs. The Assessment Committee is also revising the college's process for engaging all programs in regular program reviews.

Please briefly describe **1) the current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3) the remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Develop a Canvas-course focused on the revised tenure criteria that models the practices faculty are expected to use in their classrooms; the course is designed to foster shared understanding and a sense of community among diverse faculty with the common goal of increasing student success and closing equity gaps.	MOA group working on training for TWC's, PTC's, and TRC	Course release for developers and project coordinator, Instructional design consulting	Summer 2020	Planning
Get formative feedback on course from faculty prior to launching	MOA group	Stipends for faculty who beta test the course	Summer 2020	Planning
Offer two sections of team-taught course (7-8 weeks); use feedback from participants to revise for subsequent quarter; rotate course facilitators	MOA group	Course release for instructors; stipends for participants	F, W, S quarters	Planning
Identify stable funding source to support adjunct faculty participation in this course	VPAA, Director of Budget & Planning	Stable funding source	ongoing	Planning
Design professional learning opportunities aimed at increasing faculty knowledge, expertise, and comfort in reviewing disaggregated course completion data with the goal of planning improvements	LTC program manager; Assessment Committee	GP project manager support	2020-2021 and ongoing	<i>Planning</i>
Design professional learning opportunities aimed at increasing faculty knowledge, expertise, and comfort in using common rubrics to design assignments and assess student work with the goal of improving instruction	LTC program manager; Assessment Committee	GP project manager support	2020-2021 and ongoing	Planning

Design professional learning opportunities aimed at increasing faculty knowledge, expertise, and comfort in utilizing program and degree-level assessment to improve instruction	LTC program manager; Assessment Committee	GP project manager support	2021-2022 and ongoing	Planning
Assess professional learning opportunities; revise based on faculty feedback	LTC program manager; faculty fellows	GP project manager support	2020-2021 and ongoing	Planning
In the program review process currently being developed, build in a component to communicate results of assessments and the related improvements to students: post the program reviews or a summary of the assessments and changes made in response to those assessments in a public space; invite student feedback on the format to be sure that results are being clearly communicated	Department coordinators and Assessment Committee	Program review process established; gift cards for students	Program review process finalized Fall 2020	Planning
Develop a process where results of program, degree, and course-level outcomes assessments are used to inform professional development.	Assessment Committee & LTC	Outcomes Alignment Course Facilitators Time in summer to plan	Summer 2021 and ongoing	Planning
Design and implement professional learning opportunities aimed at increasing faculty knowledge, expertise, and comfort in implementing supports for students' social-emotional learning	LTC program manager; TRiO director; faculty fellows		Fall 2021 and ongoing	Planning
Engage faculty, staff and students in discussions about the value of high impact practices—research based strategies associated with effective teaching including internships, undergraduate research, Honors projects, service learning, learning communities, writing-intensive courses, collaborative learning projects, diversity/global learning, Model UN, projects like producing literary journals or the school newspaper, and capstone projects.	VPAA and VP-EDI		Fall 2022	Planning
Survey Highline faculty to identify courses that include high impact practices	Instructional deans		Winter 2023	Planning

Based on survey results, develop targeted professional development opportunities for faculty to ensure that all Highline students experience at least two high impact practices before completing their degrees or certificates	<i>LTC program manager and faculty leads</i>		<i>Spring 2023 and ongoing</i>	Planning
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HIGHLINE PRIORITY AREA 4: Highline College continually builds institutional capacity to implement guided pathways as a strategy for increasing student completions and closing equity gaps. (SBCTC 1, 6, 7, 14)

Staff and faculty can also track and report on the number of students who change Pathways or programs, and use this information to change curriculum and/or advising as needed.

SBCTC Guided Pathway Essential Practices:

- Faculty, Staff, & Student Engagement (1)
- Communication (6)
- Technology (7)
- Program Monitoring (14)

FACULTY, STAFF, AND STUDENT ENGAGEMENT

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

Highline:

Faculty, staff, and students are engaged in developing, implementing, and refining the elements required to design and implement guided pathways as a strategy for supporting students in completing their goals and closing equity gaps. Work groups, departments, and/or committees that include broad faculty, staff, and student representation engage in ongoing work, and provide regular feedback to leadership.

Highline has established channels for regularly seeking substantive input from students about how to implement guided pathways, and to assess and improve changes as they are made.

In support of implementing guided pathways as an equity producing strategy, faculty and staff share the goal of helping Highline become a multicultural organization.²

² <https://drkathyobear.com/wp-content/uploads/2016/04/MCOD-handouts.pdf>

Minimum Requirements: By the end of the **first year** (Early Adopter Cohort One Spring 2017; Early Adopter Cohort Two Spring 2019; Final Cohort Spring 2020), faculty, staff, and students are broadly engaged in cross departmental teams to support Guided Pathways and cross-functional teams have been formed to create pathways and redesign processes for advising, placement, and registration as necessary to support Guided Pathways implementation and the college’s equity goals.

Status Update

We have a large group of stakeholders participating on this task force—25+ on the core team and 50+ on the advisory group. We have suggestions from task force members about developing a communication and engagement plan.

We have offices and programs on campus with experience seeking input from students; we are starting to build our capacity to host listening sessions with students as one method for seeking input.

We have the freedom and the opportunity to develop work groups as needed to implement this plan.

“*Culturally Responsive Campus*” is an existing Canvas course at Highline, and is being offered for the second time in spring 2020.

The Equity Task Force hosted the first Equity Institute in spring 2019, which represented a step towards developing a common language around equity at Highline. The college is also in the process of hiring its first Vice President for Equity, Diversity, and Inclusion.

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2)** **progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this essential practice (EP).
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to faculty, staff, and student engagement.

Action Plan (Year One)	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status:</i>
<i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>				<i>Planning, Early Implementation, Scaling, Iterative</i>

Provide high-level overview of current state and problems. High level communication of new direction and goals. Use college-wide data (MFR, etc.) to make the case. Tie arguments to the core themes and mission, educational environment, feedback from students, etc.	<i>GP Communications team, LTC, Instruction Cabinet</i>		June 2020	Planning
Hire a GP project manager whose role includes establishing channels for getting regular input from diverse students, as well as other campus stakeholder groups, as Highline implements these GP changes, as well as supporting the work of all the GP teams	Exec Staff	Salary for project manager	Posting by Sept 2020	Planning
Communicate new direction (use data to explain why) represented by this GP work	<i>GP Communications team</i>	GP project manager	June 2020	Planning
Help faculty and staff understand GP language, e.g. “Meta Major”, “Pathways”	<i>GP Communications team</i>	GP project manager	June 2020	Planning
Involve students. Pay students or provide gift cards to participate in process. Hire students as liaisons to other students, and for participation in guiding the process. Find students for class, internship, seminar, or honors projects that align with GP program needs. Reach out to students who have had difficulty navigating the college.	Student leadership, CCIE, Cohort learning communities	GP project manager	June 2020	Planning
Purchase institutional license for comprehensive survey management tool (see Technology)	IR, ITS	Licensing fee, integration resources	June 2020	Planning
Teach ALL faculty and staff how to understand their own data, and help them through concerns, fears. Use Canvas courses and other methods: forums, fellows, learning communities.	IR, LTC	Tableau data for each instructor, EdTech support	Sept- Dec 2020	Planning
Conduct a policy/practices audit to determine if our engagement strategies are (unwittingly) creating barriers, especially for low income students and students from historically underserved groups	<i>VP-EDI</i>		2020-2021	Planning

Restructure practices based on the result of the audit	VP-EDI		2020-2021 and ongoing	Planning
Review student and community facing documents including the website as well as the catalog with an equity lens; ensure accessible and inclusive (e.g. mobile-ready) access to information; revise documents and website as needed	VP-EDI, Associate Dean for Accessibility Resources	Financial support to do an accessibility audit	2020-2021	Planning
Set aside funds for up to 4 temporary staff to fill-in for staff across campus as they participate in required trainings for CTC link & GP implementation, including in HR and Student Services; consider professional services contracts to fill gaps. Coordinate staffing plan with ctcLink project team.	Exec staff	Salaries for up to 4 "1000 hr." employees	For AY 20-21 and ongoing	Planning
Support Highline employee participation in the Canvas-based course, "Culturally Responsive Campus"	LTC, Academic Affairs	Stipends for participants, release time for instructor	June 2020, ongoing	Offered spring 2020
Explore offering "Culturally Responsive Campus" in other modalities and/or with different time options				
Support the Equity Task Force spring professional development day; integrate GP into the programming for the day.	Exec Staff, VP-EDI	Funding for event, staff planning time	May 2020, May 2021	Planning
Assess impact of PD initiatives for college community, revise based on results; update cultural responsiveness content to reflect deeper campus knowledge and shifting student and faculty/staff demographics	VP-EDI, IR, LTC	ATD consultant	Spring 2020 and ongoing	Planning
Conduct student focus groups review existing Highline Pathways; college begins revisions	IR	Funding for consultant	March 2020	Complete
Include a GP focused event as part of end-of-year celebration	President's Staff		June 2020	Planning
Determine assessments for engagement practices: are we covering equity, current state, desired state, etc.	GP Core team, IR, Equity Task Force		June 2020	Planning

Add additional representation from faculty senate to GP core team; dedicate faculty senate meeting to discussion of current state and issues.	Faculty Senate, VP-AA		May 2020	Planning

COMMUNICATION

There is a college-wide understanding of Guided Pathways – for faculty, staff, students, and potential students. Information on Programs of Study (organized by Meta Majors and linked to transfer options and career information) is easily available to students via the college website and other appropriate communications tools.

Faculty, staff, students and prospective students understand that a “guided pathway” is “a descriptive and easy-to-use plan that guides students into and through college, to the successful completion of a credential and the transition to a baccalaureate program or the labor market. A guided pathway integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences that match a student’s interests and goals, and better prepares them for success in a rapidly changing global environment.”³ Faculty, staff, and students understand how moving in the direction of providing guided pathways can benefit our students.

Faculty and staff share an understanding of prevailing family wages in south King County, opportunities for employment, and opportunities for BA/BS/BAS completion.

Faculty, staff, and students understanding the reasons for focusing on guided pathways, including Highline’s commitment to increasing student completions and reducing equity gaps.

Highline’s website and other communication materials clearly explain Highline’s Pathways and the programs of study (degrees and certificates) within each one. The content is created with a specific audience in mind—primarily first generation students at Highline, without jargon, easy to understand. On the website, programs are linked to transfer options and career information. The communication plan includes information in different languages.

³ Completion by Design definition

Minimum Requirements:

By the end of the **first year** (Early Adopter Cohort One Spring 2017; Early Adopter Cohort Two Spring 2019; Final Cohort Spring 2020), Guided Pathways vision and goals are clearly communicated throughout the college. By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), communications materials have been created and website has been updated to effectively inform students about each Meta Major and Program of Study or there is a plan in place to do so during the third year; the college's website contains detailed information on the employment and further education opportunities targeted by program.

Status Update

GP task force members have provided lots of specific suggestions about developing a communication and engagement plan for the campus.

We also have suggestions from students about to communicate about our pathways—what to call them, and what programs should be in them.

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2)** **progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Develop a communication & engagement action plan	GP communications team		June 2020	Planning
Integrate the Career Coach tool into pathways or programs web pages	Communications and Marketing, CASE		June 2020	Planning
Review the catalog to identify where it currently mentions GP and where changes will be needed	Office of VPAA		June 2020	Planning
Identify what is currently being communicated to students & where we can input GP information (New student welcome packets, etc..)	Office of VPSS		June 2020	Planning
Incorporate student feedback into the current pathway sites, catalog, and other areas where students receive information	GP project manager	Survey tool	April/May 2021 and ongoing	Planning

Ensure information communicated to students is accessible and inclusive for to all student populations	<i>VP-EDI, VPSS, Associate Dean for Accessibility Resources</i>	Accessibility auditing	April/May 2021 and ongoing	Planning
Implement text-messaging solution for improved student communication (see Technology)	<i>ITS, VPSS</i>	Licensing fees, integration resources		Planning
Communicate to campus stakeholders broadly about Tableau—what it is and what it does	<i>IR, Assessment Fellows</i>	GP project manager	2020-2021	Planning
Review and revise communication and engagement plan	<i>GP communications team</i>		Spring 2021 and then annually	Planning
Develop communication for faculty, staff, and students about pathways into BAS programs, and options for employment and further education post-BAS program	<i>Associate Dean, BAS and Communications and Marketing</i>		Spring 2021	Planning

TECHNOLOGY

SBCTC: Technology is in place that allows registration, advising, and progress monitoring systems to support full Guided Pathways implementation. For example, the college is able to: record the Meta Major and Program of Study for each student and produce reports that summarize enrollment in various programs, effectively block schedule courses for Programs of Study, and monitor students' progress relative to their academic plan.

Highline: Technology that allows registration, advising, and progress monitoring systems to support full Guided Pathways implementation is in place, and works in tandem with ctclink. Staff, faculty, and students have tools to monitor students' progress on their academic plans on an ongoing basis. Staff and faculty can track and report on the number of students choosing each Highline Pathway and each program (degree and certificate), summarize enrollment for various programs, and use this information to plan course offerings, including block scheduling courses within various programs.

Minimum Requirements: By the end of the **first year** (Early Adopter Cohort One Spring 2017; Early Adopter Cohort Two Spring 2019; Final Cohort Spring 2020), the college has defined its technology needs to facilitate changes to advising, registration, and progress monitoring. By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), a detailed plan is created for any long-term technology changes and by the beginning of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two 2021; Final Cohort Spring 2022) short-term or interim technology systems (if needed) are operational that allow essential information to be collected until a more comprehensive technology upgrade occurs, if necessary.

NOTE: As currently written, the third year requirement would actually be a second year requirement for the final cohort, given the spring 2021 due date. Do you want to make this a second year requirement for the final cohort? If it's still a third year requirement, the due date needs to be changed to Spring 2022. This is also the case with the intake essential practice.

Status Update

Highline is preparing to launch ctcLink in February or March 2021. Consequently, many staff are in training, which is creating challenges in all areas of the college, including within our Information Technology Services Division. As we prepare to migrate to ctcLink, it is difficult to simultaneously explore the implementation of additional technologies which may share data and require integration with ctcLink. To support our students, however, we are trying to gather requirements and start that analysis.

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2)** **progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
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Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Begin process creating maps of current state and then future state of business processes and the technology used to support those processes	ITS - Laurinda	Possible utilization of consultant currently engages with ctcLink process and change analysis work (MC2)	June 2020	Planning

Look at other schools (tools they use for GP – those that are on ctcLink)	ITS - Laurinda		Aug 2020	Planning
Audit what tech we have, what's in ctcLink.	ITS	Utilize state-level guided pathways tech requirements work, including ctcLink functionality	April 2020	Planning
Technology needs identified, start requirements gathering process.	ITS, clients	Utilize state-level guided pathways tech requirements work	June 2021	Planning
Evaluate text messaging tool for early implementation to improve student communication	ITS, SS, IA	Funding for tool, integration resources	June 2020	Planning
Revisit Career Coach configuration and utilization	SS, IA, ITS	Licensing fee	June 2020	Planning
Evaluate institution-wide survey tool for better coordination and institutional ownership of stakeholder feedback (e.g. Survey Monkey or Qualtrics)	ITS, IR	Licensing Fee, integration resources	Sept 2020	Planning
Engage DigArc professional services to build out degree approval process in Curriculog (enables better communication, tracking, and impact analysis of degree changes)	Academic Affairs, ITS	Professional services fees, potential integration resources	Sept 2020	Planning
Explore AdAstra software/service to assist in analysis of scheduling offerings and efficiency	ITS/Academic Affairs	Funding, integration resources	Sept 2020	Planning
Create a data governance policy and data governance committee for the institution	ITS/IR		Summer 2020	Planning
Data cleaning/build a process for data intake & data distribution	ITS & IR		July 2021	Planning
Determine initial costs for potential tech implementation	ITS		Sept 2020	Planning

<p>Begin implementation of chosen student success tools (e.g. CRM, enrollment management, early alert)</p> <p>Note that we will still be in ctcLink stabilization at this time; target for starting new implementations of this nature will have to be a bit later due to resource constraints and need to make sure we are fully utilizing existing PeopleSoft functionality</p>	ITS Laurinda		July 2021	Planning
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PROGRAM MONITORING

SBCTC: Progress on academic plans is monitored on an ongoing basis. This information is used to inform scheduling and advising policy and practice, and to provide frequent feedback to students, advisors, and instructors. This includes tracking, monitoring, and ability to report on:

- 1) Number of students in each Meta Major and how many students are in an exploratory course sequence for their Meta Major
- 2) Number of quarters between college enrollment and entry into a Program of Study for all credential-seeking students
- 3) Which program every credential-seeking student is in and how far along s/he is toward completing that academic plan
- 4) Number of students that transition between programs of study

Highline: Staff and faculty can track and report on the number of quarters between college enrollment and entry into a program for all credential-seeking students, with the goal of having all students select their program before completing 30 credits. Staff and faculty can also track and report on the number of students who change Pathways or programs, and use this information to change curriculum and/or advising as needed.

Minimum Requirements

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), a plan is complete for a tracking system to monitor each of these data elements. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), the system is in use.

Status Update

We currently use a locally-developed Advising Tool, but it lacks this capability, and it won't work once we migrate to ctcLink.

Please briefly describe **1) the current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3) the remaining gap** between the current status on your campus and the essential practice as defined above.

Please note:

- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to program monitoring.

Action Plan <i>Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.</i>	<i>Person/Group/Entity Responsible</i>	<i>Resources Needed</i>	<i>Target Completion Date</i>	<i>Status: Planning, Early Implementation, Scaling, Iterative</i>
Begin process of mapping for Student Success tools/CRM/Enrollment monitoring/management – mapping what are triggers/identifying points/things to connect with	<i>ITS Laurinda</i>		July 2021	Planning
Startup, training, early implementation of any identified student success tools/CRM/enrollment management	<i>ITS, Enrollment Services, Outreach</i>	<i>Funding for CRM and training</i>	Fall 2021	Planning
Identify reporting dashboards, key indicators to track; create tracking dashboards	<i>IR collaboration with Hanover Research</i>	<i>Contract with Hanover Research</i>	June 2021	Planning