



2020-2021 Guided Pathways Year End Report Summary

BACKGROUND

In April 2019, Highline joined the third - and final – cohort of Washington state board of community and technical colleges (SBCTC) in implementing Guided Pathways. In October, President Mosby put out a call to the Highline College community for volunteers to serve on a Guided Pathways Steering Committee. Over 40 cross-campus faculty, staff, and students participate by choosing to contribute on a core working group or on the Advisory Board in developing a GP implementation plan which was submitted to the SBCTC in March 2020. SBCTC approved Highlines Implementation Work Plan in April 2020.

Highline’s Guided Pathways work began in Spring 2019 to transform our college ready for our students, rather than the students ready for college. Guided Pathways requires transforming the entire institution, rather than making changes in selected areas of the students’ paths to completion. As a student-centered framework designed to increase and diversify the students and communities accessing and earning high-value credentials, using data and soliciting student input into the development of the pathways is an essential element in the design of Highline’s Degree Pathways (Degree Pathways is Highline’s chosen name for its guided pathways program).

Work in the first year (2019-20) included collecting student input into the design of the program maps and what it should look like for students and contextualization of required math for the programs. The program mapping team was formed and began the website design work and pathway designs based on student input. Development of the Effective Teaching Course also began in 2019.

For the 2020-2021 fiscal, under the “Workforce Education Investment Act”, the Washington State Legislature provided \$30.1 million dollars in funding specifically for Guided Pathways implementation at community and technical colleges for the 2020-2021 fiscal year. In October 2020, Highline received an allocation of \$1,440,012 to support its second year’s Guided Pathways work.

For a brief history of the origins of guided pathways and SBCTC’s adoption of guided pathways in 2016, refer to <https://thundernet.highline.edu/pathways/gp-timeline/>



HIGHLINES 2020-2021 IMPLEMENTATION WORK PLAN

Work Group Structure

The work was organized around four priority areas. Work groups were formed under each priority area to address the minimum requirements set by SBCTC for the third cohort campuses by Spring 2021. Each of the twelve essential practice work groups were assigned co-leads. The co-leads recruited work group members, convened work group meetings to develop and implement work group deliverables. The twelve work groups organized until the four priority areas for 2020-21 include:

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

- Program Mapping
- Exploratory Sequence
- Math Attainment

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

- Advising
- Intake
- Scheduling

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.

- Ensuring Learning – Program Learning Outcomes
- Ensuring learning–Inclusive Pedagogy

PRIORITY AREA 4: Highline College continually builds institutional capacity to implement Guided Pathways as a strategy for increasing student completions and closing equity gaps.

- Communications and Faculty & Staff Engagement
- Students As Stakeholders in Learning - Student Voices
- Technology
- Research

The goals of each of these work groups, expectations by the SBCTC by Spring 2021, work completed and stated challenges are detailed in the implementation status section of this report. Work group leads submitted an initial logic model work plan and budget in October 2020. Work group leads attended the larger work group leads meetings twice-a-month to report progress, coordinate with other work groups, and discuss challenges.

To learn more about Highline’s guided pathways work, visit Highline Degree Pathways webpages:



ThunderNet internal webpage: <https://thundernet.highline.edu/pathways/progress/>

Public Highline College Degree Pathways webpage: <https://pathways.highline.edu/>

Guided Pathways Budget

The below tables show the allocation of Highline’s guided pathways funding for 2020-21. Of the \$1,440,000 investment, 68.5% (\$983,420) was allocated for salaries and benefits to faculty, staff, and students in performance of the guided pathways implementation work.

Table 1: Amount of Investment by Budget Category	
Type of investment	Amount
Salaries: Faculty, Staff and Student release time/stipends	\$758,699
Benefits	\$224,721
Goods and Services (supplies, printing, subscriptions)	\$46,642
Technology: Tablets and software	\$51,085
Furnishings - Equipment	\$53,024
Consultants, Professional Development	\$269,099
Other Administrative expenses	\$36,730
2020-2021 Total Investment	\$1,440,000

Table 2 shows a summary of how the work groups expended these funds.

Table 2: Type of Investment by Priority Area and Work Group	
GP Priority Area	Type of investment
PRIORITY AREA 1: All programs (degrees and certificates) prepare students for better jobs, further education, and increased opportunities	
Program Mapping	Stipends, printing, web development
Exploratory Sequence	Stipends, professional development, translation
Math Attainment	Stipends, tablets
PRIORITY AREA 2: All students have the support they need to explore career options, become part of a community, and complete programs efficiently.	
Advising	Salaries (part-time to full-time advisors; faculty advising program manager), stipends, NACADA program review, professional development, survey software subscription



Intake	Stipends, focus groups, graphics design consultant, visual materials, chrome books
Scheduling	Consultant to analyze scheduling, supplies
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.	
Ensuring Learning – Program Learning Outcomes	Stipends
Ensuring learning–Inclusive Pedagogy	Stipends, professional development, -technology
PRIORITY AREA 4: Highline College continually builds institutional capacity to implement Guided Pathways as a strategy for increasing student completions and closing equity gaps.	
Communications and Faculty & Staff Engagement	Professional development, GP website
Students As Stakeholders in Learning - Student Voices	Student focus groups, surveys
Technology	Survey tool, communication tool
Research	Stipends, data consultant
Guided Pathways Implementing Large Scale Change Management	
Institutional Change Management	GP program manager, consultants, strategic equity planning, accessibility furniture

Challenges in implementation of guided pathways in 2020-21 included the delay in receiving notification of funding for 2020-21 and the challenge of adjusting to the COVID remote work environment.



Implementation Status

Below is a summary of each work group's year-end progress reports. Additional information can be found under the Degree Pathways Series Presentations recording and presentation materials accessible through the ThunderNet Guided Pathways webpage: <https://thundernet.highline.edu/pathways/progress/>.

The source documents for the goals and expectations for each workgroup are drawn from two documents: Highline GP Work Plan Submitted to SBCTC (2020 March 2 Submitted Highline GP Work Plan.pdf) and GP Process Measures and Student Outcomes "Things to Think About" (2020 GP Final Work plan w Considerations_Rev_2020.01.23.docx). Refer to these documents for more details on the original guided pathways steering committee's vision for Highline's guided pathways work plan.

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

PROGRAM MAPPING

What is the overall goal?

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.

What was expected?

By the end of the second year (Final Cohort Spring 2021), the default course sequences will be established for each program and have been reviewed cross-departmentally to identify potential conflicts, and complementary and toxic course combinations.

Who was involved?

Co-leads: Raegan Copeland and Paulette Lopez/Elizabeth Word

Team members: Helen Burn, Renata Cummings, Erich Elwin, Briana Quintanilla, Blake Stagner, Wendy Swyt, Terry Meerdink, and Cory Martin

Challenges?

Despite the challenge of the pandemic with remote operations, increased student need and maintaining faculty and staff wellbeing, the program mapping work group made significant progress.



What was completed?

1. Established default course sequences for each program
 - Response form for each department soliciting information for each program of study. The request included information to; 1) populate our new [Pathways Website](#) (Program Description, Career Opportunities, Key contact information); 2) populate sub-plans in CTC-Link (Course information including credits, required and recommended coursework, key milestones); and 3) populate program specific maps (primary transfer-to institutions, recommended sequence of coursework, emphasizing co-requisite math and English courses for students placing below college level).
 - 95 program information collection tools submitted, representing all pathways.
2. Received default course sequence schedules and reviewed cross-departmentally to identify potential conflicts
 - Submissions were reviewed by team member (Math Faculty) for appropriate Math sequencing, and math pre-requisites.
 - Submissions were reviewed by team member (Advising & Transfer Planning) for transfer requirements review for three main transfer-to colleges (UW, UWT, CWU)
 - Submissions for AA-DTA programs were reviewed by team members to ensure DTA compliance.
3. Reviewed default course sequence data for complementary and toxic course combinations
 - Submissions for AA-DTA programs were reviewed by team members to ensure DTA compliance and look for incompatible course combinations and alignment with quarterly offerings where necessary.
4. Created communications materials and website updated to effectively inform students about each Program of Study, or a plan in place to do so during 2021-22
 - New website designed and developed with faculty, staff and student input on design elements and content.
 - Website was populated with information collected from various academic programs; edited by English faculty to ensure consistency across programs and pathways and common student-centered voice.
 - Website was previewed with multiple constituent groups for review and recommendations and launched.
 - New website includes pathway description, individual program descriptions, career possibilities, degree requirements and contact information. Each program links directly to the course catalog. Accessible and printable sequenced program maps are in development and will be linked on each page prior to Fall Quarter 2021.



EXPLORATORY SEQUENCE

What is the overall goal?

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.

What was expected?

By the end of the second year (Spring 2021), a default exploratory course sequence for each Meta Major will be designed.

Who was involved?

Co-leads: Justin Dampeer and Elizabeth Word

Team members: Doug Avella, Aleyda Cervantes, Donna Enguerra-Simpson, Rus Higley, Eileen Jimenez, Jennifer Johnston, Laura Manning, Julie Pollard, Wendy Swyt, Iesha Valencia, Krystal Welch, Nicole Wilson, Brenda Transier, Shane Kibler- Trimboli, Deb Moore, and Ellen Bremen

Challenges?

Many challenges occurred around getting this set up in ctcLink. Linking College 101 with other discipline courses and recruiting students to directly enroll and take College 101 (counted as an elective) in the first year. Identifying an exploratory menu of courses embedded within the pathway so using basic courses like ENGL 101 and College 101 to count as the exploratory pathway.

What was completed?

- Developed a shared stakeholders understanding of the exploratory sequence (ES) essential practice
- Identified critical elements in current versions of COLL 100 and Career 110; identified desired elements of revised college success course; and considered role that Career Coach (software) could play in the course; reviewed peer institutions' practices with respect to requiring a college success course
- Sent ES team to National Summer Institute at Evergreen to develop a college success course with equity as the focus and Highline specific pathways and resources to ensure students find community and support; drafted course outcomes for college success course; investigated linked learning communities possibilities in each pathway; researched barriers to requiring college success course for all degree-seeking students
- Convened college success course redesign team; reviewed draft course outcomes; review pathways and programs to determine where it would fit; explored possibilities for piloting redesigned course in 20-21; developed communication and outreach plan to all interested stakeholders



- Developed professional development training for any instructor interested in teaching the college success course and/or the exploratory course sequences.
- Developed course title by vote from student government/leaders- College 101: Strengthening Navigational Skills (3 credits) as the base for exploratory sequence.
- Determined that students can take College 101 along with identified pathway intro course to get a taste of that pathway, and career exploration at Highline College. Working with the Program Mapping team, to frequency map the courses in each program map and pathway for the exploratory sequence. Developed admissions and intake process to place undeclared pathway students into a default exploratory pathway that aligns with the AA-DTA General Transfer Degree.
- Collaborated with the Intake Team to create a process during New Student Orientation (NSO) to let students choose their pathway upon enrollment.
- Continuing outreach and enrollment promotion - in particular with HPS to develop 2 cohort courses for Latinx Students – until made mandatory in fall 2022.

MATH ATTAINMENT

What is the overall goal?

The majority of students earn 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 courses that integrate pre-college or foundational, and/or shortening the pre-college course sequence and contextualizing pre-college courses to Meta Majors. (Math pathways) Required math courses are appropriately aligned with Meta Majors, and where possible contextualized to students' field of study.

What was expected?

There are specific deliverables set by the SBCTC for Spring 2021 for scheduling. By the end of the third year (Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete to design and assess degree appropriate math credit structured within 1 year of enrollment for EVERY student.

Who was involved?

Co-leads: Barbara Hunter/Razmehr Fardad and Shannon Waits

Team members: Sarah Adams, Emily Coates, Justin Dampeer, Eileen Jimenez, Jennifer Johnston, Rashmi Koushik, Terry Meerdink, Khoi Nguyen, Skyler Roth, Ay Saechao, Karen Steinbach, and Dusty Wilson

Challenges?

Due to COVID, the expanded in-class advising for all developmental math courses transitioned to on-line.



What was completed?

1. Math Advising and Qualitative data analysis (faculty and students)
 - Expanded in-class advising for all developmental math courses (transitioned to on-line due to COVID)
 - Conducted four student voices focus groups to address barriers and cultural responsiveness.
 - Surveyed math and ELCAP math faculty to provide an opportunity to reflect on math success factors and to help shape professional development, innovation and structural strategies.
2. Curriculum review, design, and enhancement
 - Aligned English Language Career and Academic Prep (ELCAP) math to college math
 - Accelerated math curriculum incorporated into two developmental math courses (MATH 081, 091)
 - Moved math materials and placement to Open Education Resources (OER)
 - Exposed students exposed to technology with purchase and incorporation of classroom laptops and expanded in- class advising sessions to all developmental math courses.
3. Teaching Pedagogy/ Prof Development
 - Hired *A Line in the Sand* consulting to design and offer a 4 month long, Social Justice Education in Mathematics Community of Practice; 15 faculty participated through the process of applying theories about culturally responsive teaching into practice; critically analyzed the efficacy of their interventions, discussed philosophies of equitable assessment, and reflected in general on quality teaching practices that prioritize BIPOC and other marginalized students in math education. Each cohort member created a well-curated Portfolio that catalogs their experiences and is intended to inform their future teaching, while growing with it.

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

ADVISING

What is the overall goal?

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.

What was expected?

By the end of the second year (Spring 2021), a plan is complete that demonstrates how the college will provide advising aligned with Guided Pathways as defined above.

Who was involved?

Co-leads: Aleya Dhanji and Chantal Carrancho/Renata Cummings

Team members: Prairie Brown, Jessica Crockett, Jennifer Johnston, Rashmi Koushik, Chase Magliocca, Tarisa Matsumoto-Maxfield, Kathy Nguyen, Cisco Orozco, Shelly Page, Briana Quintanilla, Robert Scribner, Wendy Swyt, Justin Taillon, Bevin Taylor, Sarah Trimm

What was completed?

1. Created recurring opportunity for student voice through mixed quantitative/qualitative surveys and focus groups.
 - Disaggregated, analyzed and synthesized several years of data.
 - Advising Center and Running Start Program post- advising session survey that also collects key student demographic data
 - Student focus groups completed and analysis in progress.
2. Developed shared understanding of 'Highline Advising' and create a Pathway Adviser – Faculty Liaison program to maintain close cooperation between professional and faculty advisers.
 - Created Highline Advising Syllabus with expectations, intrusive advising outcomes, and an inclusive advising template.
 - Professional advisors (pathway advisors) at Advising Center assigned to an 'area of specialty' of one or two pathways.
 - Piloted process for sustainable communication, collaboration and community building partnership between pathway advisors and faculty pathway leads.
3. Pilot different modalities of intrusive advising to allow for multiple touch points with students and delivery of mandatory advising that also meets capacity constraints.
 - Convened cross-campus work group on developing plan to better support pre-nursing students
 - Pathway Advising Days to help students navigate ctcLink, get registered for classes and receive support on academic planning: 'Get ctcLinked' sessions / 'Stop, Drop and Enroll'.



- Implemented virtual in-class advising sessions implemented in all developmental math classes.
 - Developed rubrics and assessment for effectiveness of in-class advising that can be adapted to different disciplines and academic.
4. Trainings, Professional Development and Assessment for Advising
- Completed comprehensive NACADA Program Review assessing strengths and areas of improvement for orientation, intake, and advising
 - Developed a Canvas Advising Course for faculty and staff around NACADA Core Competencies with modules on ctcLink, best practices for advising session, equity gaps, culturally responsive strategies for students of color and 1st generation college students, strengths based advising, in-class advising and more.
 - Professional development workshops and a new Canvas Advising Course around NACADA core competencies
5. Proposed plan for students to explore career options in first two quarters and facilitate connection to faculty advisor upon confirmation of program of study.
- Developed clear expectations around mandatory, intrusive advising outlined in NSO and through student communications.
 - Created 'To-do checklist' item under Tasks in students' ctcLink accounts for 'Confirm Program of Study'.

INTAKE

What is the overall goal?

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 in conjunction with their advisor based on transparent and clear program/degree maps.

What was expected?

By the end of the second year (Spring 2021), an intake and orientation system plan that meets the provided definition will be created and includes a mechanism for making it mandatory for students to choose a Meta Major upon enrollment and a Program of Study within two quarters.

Who was involved?

Co-leads: Shannon Waits and Patrick Fernandez/Chantal Carrancho

Team members: Loyal Allen, Fawzi Belal, Sarah Mariame Bouanga Macira, Jeff Hsiao, Eileen Jimenez, Lilly Oh, Tim Wrye, Laura Yanez Alvarez, Patrick Fernandez



What was completed?

- Completed the pre-enrollment activities for the TODO list for August 2021 implementation. Pre-enrollment(intake) activities with clear steps and guidance from admissions-enrollment, connection to resources and student community, assessment and academic preparation and to ensure a smooth hand off to phase 2 of Pathway Advising.
- Established outcomes for Entry Advising (all staff and faculty who interact with students upon enrollment located in a welcome center or centralized location to support students during pre-enrollment).
- Developed (NSO planning committee of NSO's across campus) a common syllabus with learning outcomes towards the mandatory requirement for August 2021 implementation.

SCHEDULING

What is the overall goal?

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.

What was expected?

There are specific deliverables set by the SBCTC for Spring 2021 for scheduling. By the end of the third year (Spring 2022), if not already implemented at scale, a plan to do so is complete.

Who was involved?

Co-leads: Gabrielle Bachmeier and Marco Lopez-Torres

Team members: Kili Cambra and Justin Farris

What was completed?

- Contracted Ad Astra (consultant) to analyze and recommendation ways to minimize inefficient scheduling. Results presented to Strategic Scheduling Team (SST) and Instruction Cabinet.

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.

The 2020-2021 guided pathways team addressed the effective practice of **Faculty, staff, and student engagement** under multiple work groups to ensure learning and engagement through Priority Area 3's program learning outcomes and inclusive pedagogy, and Priority Area 4's



communications/faculty-staff engagement, students as stakeholders in learning - student voices, and research.

ENSURING LEARNING - PROGRAM LEARNING OUTCOMES

What is the overall goal?

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.

What was expected?

There are specific deliverables set by the SBCTC for Spring 2021 for program learning outcomes. By Spring 2022, if not already implementing program learning outcomes at scale, a plan to do so is complete.

Who was involved?

Co-leads: Shawna Freeman & Aaron Moehlig

Team members: Lisa Bernhagen, Ellen Bremen, Hara Brook, Natalie Hughes, Diego Luna, Jennifer Ritchey, Colleen Sheridan

What was completed?

- Collaboration of 28 faculty members and 10 students develop agreed upon core competency skills rubric dimensions and rubric overlays with equity concerns at the forefront to ensure students understand expectations in non-technical jargon.
- Developed and implemented Pre-loaded *Basic Needs* page of holistic student support resources for all canvas courses based on student survey of challenges.

ENSURING LEARNING – INCLUSIVE PEDAGOGY

What is the overall goal?

The college assesses effectiveness of educational and pedagogy practice and uses results to create targeted professional development.

What was expected?

There are specific deliverables set by the SBCTC for Spring 2021 for ensuring learning – inclusive pedagogy. By Spring 2022, if not already implementing inclusive pedagogy learning at scale, a plan to do so is complete.

Who was involved?

Co-leads: Tarisa Matsumoto-Maxfield and Robert Scribner

Team member: Jennifer Sandler



What was completed?

- Faculty-developed Effective Teaching Course (ETC) designed with varied discipline examples. Course offered promotes an inclusive model of professional development in the form of small communities of practice or individual engagement reflecting the teaching practices it promotes throughout its modules.
- Completion of 260 ETC modules by 59 faculty facilitated by six facilitators during winter and spring quarters.
- Evaluated and modified course based on Kirkpatrick's training evaluation model for analyzing learning effectiveness (reaction, learning, and behavior). Ongoing follow-up with participants.

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.

Priority Area 4 workgroups provided large scale institutional change support and expertise for all of the guided pathways project workgroups, including coordination of guided pathways communications and messaging, selection of technology tools, and qualitative and quantitative data collection and analysis, including student voices, faculty and staff surveys and focus groups to inform design and implementation activities.

COMMUNICATIONS AND FACULTY & STAFF ENGAGEMENT:

What is the overall goal?

Faculty, staff, and students understand 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

What was expected?

By the end of the second year (Spring 2021), communications materials will have been created and the website 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.

Who was involved?



Co-leads: Emily Coates & Gabrielle Bachmeier

Team members: Marlana Afereti, Laurinda Bellinger, Ellen Bremen, Bobby Dutreix, Jack Harton, Tony Johnson, May Lukens, Tanya Powers, and Gerie Ventura

What was completed?

Increased faculty, staff and students understanding of guided pathways through:

- Professional development workshops on topics including equity gap persistence, alternative ways to look at data, and a Degree Pathways series of GP work group progress
- Campus surveys
- Quarterly newsletters
- Division guided pathways “Roadshow”
- Internal guided pathways website

STUDENTS AS STAKEHOLDERS IN LEARNING - STUDENT VOICES

The Student Voices group initially started out with the intention to engage and orientate students to Guided Pathways groups and then elicit their feedback to various projects. The initial intent of this group was to incorporate student voice and input into the decisions and direction the college was moving incorporating Guided Pathways strategies and work plans.

However due to most GP work already being in progress, this was not achievable and most groups viewed the student voice group as a recruitment resource for their own focus groups and student input.

What is the overall goal?

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

Who was involved?

Co-leads: Justin Dampeer and Paulette Lopez

Team members: Mariela Barriga, Thomas Bui, Aleyda Cervantes, Erica He, Eileen Jimenez, Rashad Norris, James Peyton, Ay Saechao, Monica Twork

Challenges?

- The Student Voices workgroup initial intent was to orientate and build a group of student leaders who could participate and be at the table in all aspects of GP work, but without an initial budget, severely limited time constraints and internal barriers to pay students, the workgroup disbanded the group and identified a member to join the Research Group to support the recruitment of students for focus groups for the other GP groups interested in student input. At the time of this reporting, students were still awaiting payment.



- Internal business processes – delays in getting students paid by months due to the roll out of ctcLink and the s blackout days the business office due to the changeover, tedious and labor intense paperwork and contractual agreement processes.
- The challenge of engaging with the most barrier ridden and marginalized populations for critical feedback was difficult because those same populations were harder to get in contact with, and often didn't have the technology or the time to complete the processes required by our college to pay them and participate.

What was completed?

Supported all work groups as a student recruitment resource to ensure student voices for focus groups and student input.

TECHNOLOGY

What is the overall goal?

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.

What was expected?

By the end of the **second year** (Spring 2021), a detailed plan will be created for any long-term technology changes.

Who was involved?

Co-leads: Laurinda Bellinger and Tim Wrye

Team member: Marc Lentini

What was completed?

- Purchased and implanted research enterprise survey tool – SurveyMonkey.
- Developed in house research pathway mapping technology to support design of new pathways.
- Assisted workgroups in the research and/or procurement of all needed technology to support processes, including equipment tagging and delivery to respective parties.



RESEARCH

What is the overall goal?

Faculty and staff will work together to help Highline college to collect, interpret, and use qualitative and quantitative data to achieve Guided Pathway's mission fulfillment goals. The GP research team will also provide consultation to analyze both quantitative and qualitative data.

What was expected?

There are specific deliverables set by the SBCTC for Spring 2021 for the workgroup research support group. By the end of the third year (Spring 2022), a **program monitoring** plan is expected to be complete for a tracking system to monitor each of these data elements.

Who was involved?

Co-chairs: Yay-Hyung Cho and Skyler Roth

Team members: Eric Baer, Samora Covington, Nicole Filler, Tanya Powers, Austin Roberts, Jennifer Sandler

Challenges?

The number of student voices recruited was limited due to the challenges described under the Students as stakeholders in learning - Student Voices workgroup.

What was completed?

Provided work group support in gathering and analyzing data used to inform conclusions and priorities:

- Design of surveys
- Eight focus groups and student interviews
- Transcription and analysis of focus group/interview data
- Data reports requested by work groups
- List of advising data resources for immediate data analysis needs

What's next?

The 2021-22 guided pathways implementation team structure will be changing to align Highline's guided pathways priorities around the new SBCTC workplan sections: implementing large scale change, pathway design, and student experience. The 2021-22 SBCTC Highline Guided Pathway's allocation of \$1,721,928 will be distributed according to these workplan priorities. See the May 2021 Executive Cabinet's Update on Highline's GP work for 2021-2022 document for the 2021-22 guided pathways priorities.