



2020-2021 Guided Pathways Year-End Executive Summary

Highline College has completed its second year of the Washington State Board of Community and Technical College’s (SBCTC) Guided Pathways initiative. Highline College’s Degree Pathways (Degree Pathways is Highline’s chosen name for its guided pathways program) work began in Spring 2019 to transform our college ready for our students, rather than the students ready for college. 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/>

BUDGET

In October 2020, Highline allocated \$1,440,012 in Guided Pathways funding under the “Workforce Education Investment Act”. Funding was invested in salaries and benefits (68%), goods and services (3%), technology (3%), accessibility furniture (4%), consultants/professional development (19%), and other administrative expenses (3%).

KEY ACCOMPLISHMENTS

GP Priority Area	Key Accomplishments
PRIORITY AREA 1: All programs (degrees and certificates) prepare students for better jobs, further education, and increased opportunities	
Program Mapping	<ul style="list-style-type: none"> • Eight new pathways for students in choosing an area of study • Default course sequences, schedule, DTA compliance for each program • Website and communication materials for each program of study
Exploratory Sequence	<ul style="list-style-type: none"> • Shared understanding of exploratory sequence (ES) • New College 101: Strengthening Navigation Skills (3 credits) as the base for the exploratory sequence • Training for college success and/or the exploratory sequence instructors
Math Attainment	<ul style="list-style-type: none"> • Expanded in-class advising for all developmental math courses • Student voices feedback re: barriers and cultural responsiveness. • Alignment of ELCAP math to college math • Accelerated math curriculum into two developmental math courses • Math materials and placement moved to OER • Students exposed to technology with addition of classroom laptops
PRIORITY AREA 2: All students have the support they need to explore career options, become part of a community, and complete programs efficiently.	
Advising	<ul style="list-style-type: none"> • Groundwork for mandatory advising under 4-Phase Advising model • Disaggregated student voice data to inform development • Advising Syllabus and an inclusive advising template • Cross-campus work group to better support pre-nursing students • Pathway Advising Days • Virtual in-class advising sessions in all developmental math classes.



	<ul style="list-style-type: none"> • Rubrics and assessment for effectiveness of in-class advising. • Canvas Advising Course around NACADA core competencies • Cohort of professional advisors across campus
Intake	<ul style="list-style-type: none"> • Clear pre-enrollment/intake (phase 1) to pathway advising (phase 2) • Multiple ways to communicate pre-enrollment activities • Common mandatory NSO learning outcomes syllabus
Scheduling	<ul style="list-style-type: none"> • Consultant (Ad Astra) analysis and recommendations re: scheduling.
<p>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.</p>	
Ensuring Learning – Program Learning Outcomes	<ul style="list-style-type: none"> • Faculty and student 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. • Pre-loaded <i>Basic Needs</i> page of holistic student support resources for all canvas courses based on student survey of challenges.
Ensuring Learning– Inclusive Pedagogy	<ul style="list-style-type: none"> • Effective Teaching Course (ETC) with varied discipline examples. Course offered as FIG or individual engagement • Completion of 260 facilitated ETC modules by 59 faculty • Modified course based on Kirkpatrick’s training evaluation model
<p>PRIORITY AREA 4: Highline College Continually Builds Institutional Capacity To Implement Guided Pathways As A Strategy For Increasing Student Completions And Closing Equity Gaps.</p>	
Communications; Faculty & Staff Engagement	<ul style="list-style-type: none"> • Faculty, staff and students understanding of GP through workshops, campus surveys, quarterly newsletters, division guided pathways “Roadshow”, and internal guided pathways website
Students as Stakeholders – Student Voices	<ul style="list-style-type: none"> • Supported all work groups with students to ensure student voices for focus groups and student input.
Technology	<ul style="list-style-type: none"> • Supported work groups with technology-related research / procurement • Purchase of research enterprise survey tool – SurveyMonkey • Development of in-house research pathway mapping technology
Research	<ul style="list-style-type: none"> ▪ Gathering and analyzing data used to inform conclusions and priorities: design of surveys, focus groups, student interviews, analysis of data collected, data reports and resources for immediate data analysis needs

The full **2020-2021 Guided Pathways: Year End Report Summary** is available online in the ThunderNet guided pathways webpage. 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/>