LEADING WITH RACIAL EQUITY IN GUIDED PATHWAYS:
LESSONS FROM THE UMOJA CONSORTIUM

Washington has made equity central to Guided Pathways (GP). However, the initial model did not explicitly reference equity work. In this workshop, participants will learn about the national Umoja Community and the Umoja program at Highline College. Umoja, a Kiswahili word meaning unity, is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Not only is an Umoja program a pathway, both the national Umoja community and Umoja programs developed in colleges in the U.S have much to teach us about a guided pathways redesign that takes leading with racial equity seriously. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas: namely, that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success.

Elizabeth Word, Highline College, eword@highline.edu
Shannon Waits, Highline College, swaits@highline.edu

HIGH-IMPACT PRACTICES IN GUIDED PATHWAYS:
BUILT IN OR BOLTED ON

High-Impact Practices (HIPs) that are truly woven, or "built-in," to the fabric of guided pathways have the potential to be more meaningful for students in the context of their educational plan and for faculty who are passionate about offering students significant learning experiences. However, to consistently offer students access to HIPs means HIPs must be institutionalized across programs and within degree maps, rather than leaving the impetus to offer HIPs primarily to individual faculty members and administrators working largely from intrinsic motivation. In support of design principle 4, "Ensure Student Learning," this workshop will familiarize participants with HIPs (including first year experiences, learning communities, undergraduate research, service learning, and diversity/global learning) and the traits that Kuh (2008) attributes with their effectiveness. Participants will have time to engage in guided reflection on how HIPs at their institutions are currently functioning within their pathways, what it would realistically require for HIPs to be truly integrated into pathways (if they're not already), strategies used at their institution to support high-quality implementation of HIPs, and a vision for how a more intentional and coordinated approach to HIPs in pathways can deepen student learning and support faculty innovation. While individual participants are more than welcome, cross-functional teams including faculty, academic administrators, and student services representatives are highly encouraged to attend this pre-conference workshop.

Emily Lardner, Highline College, elardner@highline.edu
Julia Metzker, Washington Center for Improving Undergraduate Education, metzkerj@evergreen.edu
Matt Scammell, Skagit Valley College, matt.scammell@skagit.edu

CREATING EQUITABLE PRE-COLLEGE SEQUENCES
IN YOUR GUIDED PATHWAYS REDESIGN

For many years now, colleges have been tackling pre-college sequences, including placement and advancement within those sequences. Math, English, and BEdA faculty in our 34 community and technical colleges have been engaged in reconceiving the structures of developmental education with their hearts, minds, and best practices. Improvements have been made: we have much to be proud of.

Guided Pathways offers us an opportunity to revisit pre-college integration in a new context.

In most of our colleges, separate pathways exist for Basic Education for Adults and Developmental Education students. These separate pathways contribute to inequitable outcomes for students.

During this workshop, participants will explore this adaptive challenge in four key ways: 1) experience current programming from the student perspective; 2) inspect current pathways through an equity lens; 3) consider models for how "pre-college integration" can look in Guided Pathways; 4) practice aligning and combining sequences within and across meta-majors using one of the models available for this work.

William Durden, State Board for Community & Technical Colleges, wdurden@sbctc.edu

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CREATING A CULTURE OF SUCCESS IN YOUR ONLINE CLASSROOM:
ENSURING STUDENT LEARNING WITH THE WASHINGTON COURSE DESIGN CHECKLIST

Even minor changes in course design can make a big difference for online students by inspiring student motivation, building students' metacognitive skills and habits of mind, and fostering a sense of belonging. This workshop will introduce participants to the **Washington Course Design Checklist** as a framework for creating more equitable, inclusive, and engaging online learning environments that promote student and faculty success by removing barriers to teaching and learning. Embracing the excellent work already in progress at our colleges, the checklist intersects with equity, diversity, and inclusion (EDI), accessibility, Regular and Substantive Interaction (RSI); student engagement; Transparency in Learning & Teaching (TILT), Guided Pathways (GP), Quality Matters (QM), Open Educational Resources (OER), copyright, affordability of course materials, Universal Design for Learning (UDL), and much more. In addition to a set of Essential elements found in well-designed online courses, the checklist also contains Best Practice and Exemplary indicators that allow room for growth by supporting a process of continuous course improvement. What's even better? Students, faculty, eLearning staff, and instructional designers from community and technical colleges across our state all contributed to its development. The checklist aligns with the 3rd and 4th Design Pillars of Guided Pathways: "Keep Students on the Path" and "Ensure Students are Learning on the Path." During the workshop, participants will investigate how the checklist supports Guided Pathways work and will apply selected portions of the checklist to their own course.

Alissa Sells, State Board for Community & Technical Colleges, asells@sbctc.edu

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