We have also come to this hallowed spot
to remind America of the
fierce urgency of NOW.
This is no time
to engage in the luxury of cooling off
or to take the tranquilizing drug of gradualism.
Now is the time
to make real
the promises of democracy.

Martin Luther King, Jr
As a step toward honoring the truth and achieving healing and reconciliation, we have begun the practice of opening our events and gatherings by acknowledging the traditional Native lands on which we stand. Such statements become truly meaningful when coupled with authentic relationships and sustained commitment, which we continue to build as an agency and system.
GUIDED PATHWAYS VISION

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress and goal attainment
CONSIDER...

Identity
Who am I/we?

Power
How are we respectively situated relative to opportunity and institutional power?

Partnership
Given the above, how can we create a design team that honors and engages the entirety of our diverse communities?
AGENDA

8:30 - 8:45  Welcome & Introductions
8:45 – 9:30  Keynote – Zoran Popović, Enlearn Founder, UW Faculty
9:30 – 9:45  Break
9:45 – 11:45 Design Thinking for Guided Pathways: Part I
11:45 – 12:45 Lunch/ Table Discussion
12:45 - 1:45 Design Thinking for Guided Pathways: Part I
1:45 – 2:00  Break
2:00 – 2:30  Lessons Learned - Early Adopters
2:30 – 2:45  Work Plan Introduction
2:45 – 4:15  Team Time
4:15– 4:30  Closing Session
DR. ZORAN POPOVIC
UNIVERSITY OF WASHINGTON FACULTY & FOUNDER, ENLEARN
LUNCH TOPICS

• What do you want to know more about regarding equitable human centered design?

• Brainstorm potential systemic policies and practices that do not reflect equitable human-centered design?

• What will it take to redesign the student experience for ALL students?

• What are we willing to give up in order to implement changes?
AGENDA

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WORK PLAN

Guided Pathways Implementation Work Plan

GUIDED PATHWAYS ESSENTIAL PRACTICES

META MAJORS AND PROGRAMS OF STUDY

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.

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:
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 Meta Majors and Programs of Study.

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person/Group/Entity Responsible</td>
<td>Resources Needed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORK PLAN ESSENTIAL PRACTICES

1. FACULTY, STAFF, AND STUDENT ENGAGEMENT
2. META MAJORS AND PROGRAMS OF STUDY
3. EXPLORATORY SEQUENCE FOR EACH META MAJOR
4. PROGRAM/DEGREE MAPS
5. COMMUNICATION
6. TECHNOLOGY
7. INTAKE
8. ADVISING
9. PATHWAY COLLEGE LEVEL MATH & ENGLISH – YEAR ONE
10. GATEKEEPER COURSES
11. MATH PATHWAYS
12. SCHEDULING
13. PROGRAM MONITORING
14. INTERVENTION AND/OR REDIRECTING STUDENTS
15. ENSURING LEARNING
# WORK PLAN

## FACULTY, STAFF, STUDENT & LEADERSHIP ENGAGEMENT

<table>
<thead>
<tr>
<th>COMMUNICATION &amp; ENGAGEMENT</th>
<th>CURRICULUM DESIGN &amp; ASSESSMENT</th>
<th>TECHNOLOGY INTEGRATION</th>
<th>ADVISING &amp; INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategic Communication</td>
<td>• Meta Major/ Area of Study Development</td>
<td>• Assess</td>
<td>• Onboarding from EVERY door</td>
</tr>
<tr>
<td>• Internal &amp; External</td>
<td>• College Level Math &amp; English within 1 year</td>
<td>• Identify</td>
<td>• Placement</td>
</tr>
<tr>
<td></td>
<td>• Program/ Degree Maps</td>
<td>• Integrate</td>
<td>• Structured exploration</td>
</tr>
<tr>
<td></td>
<td>• Gatekeeper Courses</td>
<td></td>
<td>• Holistic Student Supports</td>
</tr>
<tr>
<td></td>
<td>• Scheduling</td>
<td></td>
<td>• Advising</td>
</tr>
</tbody>
</table>

## PROGRAM MONITORING

ENSURING LEARNING
WORK PLAN

FACULTY, STAFF, STUDENT & LEADERSHIP ENGAGEMENT

<table>
<thead>
<tr>
<th>FACULTY, STAFF, AND STUDENT ENGAGEMENT</th>
<th>POTENTIAL PROCESS MEASURES</th>
<th>POTENTIAL INVESTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Faculty, staff, and students are broadly engaged in interdisciplinary teams to support equity-centered Guided Pathways implementation</td>
<td>• Engage interdisciplinary faculty in planning time for data analysis, meta major and curricular redesign efforts</td>
</tr>
<tr>
<td>2. Diverse, cross-functional teams have been formed to:</td>
<td>• Communicate with internal college constituents</td>
<td>• Provide access to faculty and staff professional development related to equity-minded teaching and learning practices</td>
</tr>
<tr>
<td>• Engage with community partners</td>
<td>• Assess and prioritize essential practice areas</td>
<td>• Engage faculty and staff in student focus group facilitation for deepened understanding of the student experience</td>
</tr>
<tr>
<td>3. Leadership articulates equity-centered Guided Pathways implementation consistently and publicly.</td>
<td></td>
<td>• Other investment ideas?</td>
</tr>
</tbody>
</table>
TEAM TIME

• Using what you’ve learned, identify ONE essential practice area of the work plan your team would like to prioritize next year.

• Identify what process outcome you believe will change, and what early momentum metrics you anticipate this essential practice will impact.
CLOSING

1. As you reflect on the changes in your institutional language, culture and race consciousness over the last year, how might they affect the priorities and design of equitable practices in your work plan?

2. What 1-2 priorities did you identify?

3. What early momentum metrics do you theorize will be impacted, and what about your strategy is designed to close the equity gap?
If there is no struggle, there is no progress.

Frederick Douglass
THANK YOU!