

# Guided Pathways Implementation Work Plan<sup>1</sup>

## 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.
- 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

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<sup>1</sup> Derived from the work plan developed in collaboration with College Spark Washington

# GUIDED PATHWAYS ESSENTIAL PRACTICES

## FACULTY, STAFF, AND STUDENT ENGAGEMENT

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.

**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

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.

## 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

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Please note:

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- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to Meta Majors and Programs of Study.

## EXPLORATORY SEQUENCE FOR EACH META MAJOR

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.

### 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.

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- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to exploratory sequences.

## PROGRAM/DEGREE MAPS

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.

### 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.

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- 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.

## 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.

### 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.

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## TECHNOLOGY

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.

### 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.**

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## INTAKE

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.

### 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.

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## ADVISING

Advising is mandatory and intrusive for all credential-seeking 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.

### 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.

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## DEGREE MATH AND COLLEGE LEVEL ENGLISH WITHIN ONE YEAR

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.

### 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

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- 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.

## GATEKEEPER COURSES

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.

### 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.

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## MATH PATHWAYS

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

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## SCHEDULING

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.

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.

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- Your Status Update should describe how your scheduling practices will address the needs of **working adults and part-time students**.

## PROGRAM MONITORING

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

### 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.

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## INTERVENTION AND/OR REDIRECTING STUDENTS AS NEEDED

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.

### 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.

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## ENSURING LEARNING

Faculty assess whether students are mastering learning outcomes and building skills across 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.

### Minimum Requirements:

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