

## SBCTC Timeline for Guided Pathways

	Spring 2020	Spring 2021	Spring 2022	Spring 2023
<p><b>Faculty, Staff, and Student engagement:</b></p> <p>Faculty, staff, and students are engaged in developing, implementing, and refining each Guided Pathways element including but not limited to degree/program 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.</p>	<p>Highline 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.</p>			
<p><b>Meta Majors and Programs of Study:</b></p> <p>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 programs 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.</p>		<p>1) Meta Majors and the Programs of Study within them have been defined, and 2) each Program of Study has defined learning outcomes at the program level and 3) incorporates relevant industry partner feedback.</p>		

<p><b>Exploratory Sequence for Each Meta Major:</b></p> <p>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.</p>		<p>A default exploratory course for each Meta Major has been designed.</p>	<p>These exploratory sequences are being used by students who select a Meta Major upon enrollment but have not determined their Program of Study, and These exploratory sequences are evaluated using disaggregation of data to determine if they support the support the college's identified equity goals.</p>	
<p><b>Designing Program/Degree Maps:</b></p> <p>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 plans by working with an adviser or faculty member to address their individual context.</p>		<p>Default course sequences are established for each meta major and program and have been reviewed cross-departmentally to identify potential conflicts, and complementary and toxic course combinations.</p>		

<p><b>Communication:</b></p> <p>There is a college-wide understanding of the 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.</p>	<p>Guided Pathways vision and goals is clearly communicated throughout the college</p>	<p>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 following year. The college’s website contains detailed information on the employment and further education opportunities targeted by program.</p>		
<p><b>Technology:</b></p> <p>Technology is in place that allows registration, advising, and progress monitoring systems that 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.</p>	<p>Highline has defined its technology needs to facilitate changes in advising, registration, and progress monitoring.</p>	<p>A detailed plan has been created for any long-term technology changes. By Fall 2021, short term or interim technology systems are operational that allow essential information to be collected until a more comprehensive technology upgrade occurs if necessary.</p>		
<p><b>Intake:</b></p> <p>Every new credential-seeking student is helped to explore career/college options, choose a Meta Major upon enrollment, and enter a Program of Study</p>		<p>A plan for an intake and orientation system has been created; it includes a mechanism for making it mandatory for students to choose a Meta Major</p>	<p>The plan is fully implemented.</p>	<p>The plan is assessed and refined.</p>

<p>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 degree/program maps created by the faculty.</p>		<p>upon enrollment and a Program of Study within two quarters.</p>		
<p><b>Advising:</b></p> <p>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.</p>		<p>A plan is complete that demonstrates how Highline will provide advising aligned with guided pathways.</p>	<p>Advising plan is fully implemented.</p>	<p>Advising plan is assessed and refined.</p>
<p><b>Degree Math and College Level English within one year:</b></p> <p>The majority of students earn college-level English and 'Degree math (the math required for their program of study) credit within</p>			<p>A plan to do this at scale is complete.</p>	<p>Implementation at scale is complete.</p>

<p>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.</p>				
<p><b>Gatekeeper courses:</b></p> <p>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 inclusive pedagogy practices to increase success in gatekeeper courses as well as used by advisors when helping students select and/or transition between programs of study.</p>			<p>Plan to do this at scale is complete.</p>	<p>Gatekeeper courses have been identified; information is used to inform student advising or interventions.</p>
<p><b>Math Pathways:</b></p> <p>Required math courses are appropriately aligned with Meta</p>			<p>Plan to do this at scale is complete.</p>	<p>Implementation at scale is complete.</p>

<p>Majors, and where possible contextualized to students' field of study.</p>				
<p><b>Scheduling:</b></p> <p>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 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.</p>			<p>Plan to do this at scale is complete.</p>	<p>Implementation at scale is complete.</p>
<p><b>Program monitoring:</b></p> <p>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:</p> <p>Number students are in each Meta Major and how many students are in an exploratory course sequence for their Meta Major</p> <p>number of quarters between college enrollment and entry into</p>			<p>Plan for tracking system to monitor each of these elements is complete.</p>	<p>System is in use.</p>

<p>a Program of Study for all credential-seeking students</p> <p>which program every credential-seeking student is in and how far along s/he is toward completing that program plan</p> <p>number of students that transition between programs of study</p>				
<p><b>Intervention and/or redirecting students as needed:</b></p> <p>The college can identify when students are at risk of falling off their program 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 to another more viable path to credentials and a career.</p>			<p>Plan to do this at scale is complete.</p>	<p>Implementation at scale is complete.</p>
<p><b>Ensuring learning:</b></p> <p>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</p>			<p>Plan to do this at scale is complete.</p>	<p>Implementation at scale is complete.</p>

effectiveness of instruction in their programs. The college assesses effectiveness of educational/ androgogy practice and uses results to create targeted professional development.				
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