**Guided Pathways 5-Year Implementation Work Plan[[1]](#footnote-2)**

*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.

**GUIDED PATHWAYS ESSENTIAL PRACTICES**

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| **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. Current state- Faculty, staff, and students are engaged in CPTC’s Guided Pathways work through a number of avenues. A committee structure is in place that drives and supports the GP workplan. The GP Core Team sets vision, monitors progress, and facilities engagement and communication. The Retention/Completion committee develops interventions around progress monitoring, advising, technology, and campus retention/completion interventions. The Outreach/Recruitment committee develops interventions related to onboarding/intake activities and outreach to community organizations and K-12 partners. The Student Learning committee facilitates interventions related to scheduling, curriculum redesign, program mapping, learning outcomes, and rethinking developmental education. Finally, the Equity, Diversity, and Inclusion committee works with all the other committees to ensure EDI work is central to the workplans, and monitors progress toward ending opportunity gaps.Actively, there are over 75 staff and faculty who are regularly engaged in GP work through the committee structure. As needed, additional staff and faculty are engaged as topics arise such as program mapping/redesign and EDI initiatives. As mentioned in prior workplans, a number of activities have been organized to inform faculty, staff and students about GP work including presentations at faculty In-Service, all staff/faculty gatherings such as Opening Day, book clubs, and attendance at College spark workshops/retreats. Students have been involved through committee participation, focus groups to collect feedback on specific topics, and attendance at workshops. Progress update- Since the last workplan update in May 2019, at least 20 programs have been engaged in program mapping and 6 programs have fully redesigned their curriculums using Guided Pathways principles This involved engaging staff/faculty from across the college including Instruction, Advising, Enrollment, the Curriculum Committee, and others. Program redesign changes have been approved and will be implemented in Fall 2020. Instruction has identified the next set of programs to redesign, and work will begin in Summer 2020. A template for program maps was approved and is being used by Instruction as they redesign maps/pathways. In 2020 CPTC offered several opportunities for cultural competence and pedagogical training, including Diversity 101 (students) EDI 101, Culturally Responsive Training (CRT) Series #1 (faculty/staff) and Coaching & Leading with Racial Equity (leadership). Additional trainings and engagement opportunities have been identified through 2021, which will engage the entre institution. The EDI-Baseline Campus Climate Assessment, SENSE, CCSSE & NASE, Diversity Fact Book and Equity Core theme metrics will inform the completion of CPTC’s EDI strategic priorities and move towards embedding EDI into all that we do.Remaining gaps- With staff/faculty turnover, there is currently no formal mechanism in place to inform new staff/faculty about Guided Pathways work and how they can be involved in the effort. Consistent student engagement can be a challenge as students are busy with their studies and adjusting to new realities around impacts of COVID 19. Finally, continuing to identify ways to better engage all campus stakeholders is central to our EDI work. How does CPTC assess whose voices are not being heard and how do we engage them in the work in meaningful ways? 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.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative* |
| Develop on-going training and engagement opportunities for faculty, staff and leaders to engage in EDI professional development.  | *Executive leadership, Office for Equity, Diversity, and Inclusion (EDI)*  | Trainers, space, curriculum materials | *May 2020- 1st round,**(ongoing through 2021)* | Early implementation |
| Share, analyze and develop strategic priorities based on the EDI Baseline Campus Climate Assessment. | *EDI, Institutional Research (IR)* | Climate Assessment, Forums | *July 2020* | Early Implementation |
| Restructure the Equity, Diversity & Inclusion (EDI) Guided Pathways Committee and create an umbrella EDI council to ensure inclusive excellence is vibrant throughout all Guided Pathways sub-committees and college offerings.  | *Executive leadership, EDI Council* | New Campus committee structure | *September 2020* | Planning |
| Open the Diversity, Inclusion and Civic Engagement Center.  | *Student Life, Office for EDI*  | Space, Office budget, curriculum | *January 2021* | Planning |
| Develop onboarding plan/policy for new staff/faculty to inform and engage in GP work at onset of hire | HR, Instruction, GP Core Team, EDI | GP need statement, workplans, accomplishments, new hire process | Winter 2021 | Planning |
| Identify additional opportunities for students to be engaged in GP work | IR, Student Life, GP Core Team | ASG/Student Life, surveys/focus groups | Winter 2021 | Planning |
| Assess who is engaged in GP work and who is not for EDI considerations | IR, Core Team, Instruction, Student Services, EDI | Survey/focus group | Spring 2021 | Planning |

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| **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. Current state: Meta majors are completed. CPTC is organized around 7 Schools of study. The website was reorganized around the 7 Schools. Each School has links to career opportunities, further education, salary information and trends, etc… Learning outcomes are included for each program of study and are aligned with industry needs, transfer pathways, and degree requirements.Progress update: Since the last workplan update, learning outcomes have been completed for all degree options. Each program identified and implemented an assessment plan to assess learning outcomes.Remaining gaps: Learning outcomes and assessments have not been completed for certificate options. In many cases, these certificates are part of a larger degree, so scaffolding the learning outcomes in a logical sequence will be important. Another gap would be highlighting transfer requirements. CPTC does not currently have many students who transfer. However, we could look to see how we can help transfer opportunities be more visible and approachable for students.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.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| Develop learning outcomes and assessments for certificate programs. | Instruction, Student Learning committee | Degree maps, degree learning outcomes, industry standards | Summer 2021 | Planning |
| Develop transfer awareness for students | Instruction, Marketing, Student Learning committee | Articulation agreements, marketing materials | Spring 2022 | Planning |

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| **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. |
| **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. Current state: Because CPTC is a technical college, all students are required to declare their major or program of study upon enrolling in order to receive financial aid. Progress update: A series of research has been conducted to analyze the need and best approach of exploratory sequence for a technical college like CPTC. The program switch rate (changing major before completing first program) is approximately 8%, significantly lower than the national average of roughly 30%. SENSE survey results and student focus group study results also suggest that most students have determined their program of study early on and there is little need or desire for additional exploratory sequence courses that might add extra credits to their degree programs. Due to the variety and complexity of the 40+ programs CPTC has and the concern over excessive credits, we have decided to only implement exploratory course sequence in schools that have needs and would benefit from such an approach. We have also decided to implement contextualized College Success (COLL 102) courses in programs and schools that do not adopt an exploratory sequence. This course will have a career exploration module. The Fundamental Skills for Manufacturing and Engineering (FSME) courses were redesigned to serve as the Exploratory Sequence for the School of Advanced Manufacturing. A contextualized COLL 102 course has been piloted in FSME, Health programs, and Automotive programs.Remaining gaps: We still need to develop and refine the contextualized COLL 102 course for all appropriate programs. We need to review the logistics of placing students in the appropriate COLL 102 section and develop a plan to address challenges. We need to collect data to assess the effectiveness of the various exploratory courses, especially with an emphasis on equity.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 exploratory sequences.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| *Assess and determine the feasibility of exploratory sequence for each school (meta major)* | *Program faculty, School leads, Academic leads, Deans/Associate deans, advisors* | Degree maps, course sequences | *Summer 2020* | Early Implementation |
| *Analyze data to determine the best course of action for exploratory sequence* | *Program faculty, School/academic leads, Deans/Associate deans, Dean of Student Success, College 102 faculty, advisors* | Degree maps, course sequences, IR | *Summer 2020* | Early Implementation |
| *Design exploratory curriculum as needed and select pilot programs or schools* | *Program faculty, College 102 faculty, School leads* | Curriculum, scheduling | *Fall 2020* | Planning |
| *Pilot contextualized COLL 102 in selected programs / schools* | *Program faculty, College 102 faculty, School lead, Dean of Student Success* | Curriculum, scheduling | *Fall 2020* | Planning |
| *Assess results of initial pilot and make adjustments if necessary* | *Program faculty, School/academic leads, Dean of Student Success, College 102 faculty, advisors* | IR, Assessment | *Spring 2021* | *Planning* |
| *Scale up contextualized COLL 102 and exploratory curriculum in appropriate programs or schools*  | *Program faculty, School/academic leads, Deans/Associate deans, Dean of Student Success, College 102 faculty, advisors* | Instructors, curriculum, assessment | *Fall 2021* | *Planning* |

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| **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. |
| **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. Current state: All programs have a defined Scope & Sequence with a clear sequence of courses; however, General Education courses are not currently embedded in the recommended sequence in most programs.Progress update: Six pilot programs have completed initial program redesign and mapping following Guided Pathways principles. The new curriculum designs have resulted in reduction of total program credits and the mapping of suggested General Education courses throughout the sequence. A comprehensive program map template was developed with input from faculty, staff, and students. The degree map provides more clarity on program entry requirements, required courses, recommended curriculum sequence, and graduation requirements. The map also includes the total credits, estimated cost, and milestone checkpoints. About half of all programs have completed degree mapping in the new template.Remaining gaps: Many programs are still in the process of completing their degree mapping. We will select additional programs to start their full redesign for the 20-21 year. As a technical college, program mapping and curriculum redesign have to go hand-in-hand, and it is a very time-consuming process, as each program is unique and many are also regulated by external agencies. There are still unresolved concerns about the impact on faculty workload with the reduction of program credits. There is also a need for a program map that allows students to map their study beginning in the pre-college pathway.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 this EP.
* 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.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| *Meetings between program faculty and academic faculty to further discuss mapping of General Education courses* | *Task Force, Academic and Program leads, Student Learning committee, Instruction* | *Faculty stipends, maps* | *Spring 2020* | *Scaling* |
| *Additional programs to start program redesign* | *Task Force, Instruction, Academic and Program leads, student learning committee* | *Faculty stipends, criteria to decide who goes next* | *Spring 2020* | Early Implementation |
| *Pilot programs to implement new curriculums/maps* | *Program faculty, instructional administrators* | Maps, scheduling | *Fall 2020* | *Early Implementation* |
| *All programs complete initial program mapping exercise* | *Task Force, faculty, Instructional administrators* | *Faculty stipend* | *Fall 2020* | *Scaling* |
| Identify data to collect and analyze to evaluate the effectiveness of program redesign in pilot programs. | *Student Learning Committee, IR, Instruction* | Assessment, Data | *Winter 2021* | *Planning* |
| Start data collection and analysis of the redesigned curriculums | *Student Learning Committee, IR, Instruction* | Assessment, Data | *Summer 2021* | *Planning* |
| Provide faculty training | Curriculum designer, School leads, deans/associate deans, TLC | *Funding for TLC for prof. devel.* | Ongoing | *Early Implementation* |
| Identify grouping and timelines of all programs to initiate full redesign | Instructional administrators, faculty | Assessment, Data | Summer 2021 | Planning |

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| **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. |
| **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. Current state- CPTC developed a new website in 2018 that organized programs of study by Meta-majors, or Schools. Each program’s website has links to career pathways/opportunities/trends, program videos, student stories, and further program information. CPTC’s outreach team developed new outreach/marketing material including brochures and viewbooks organized by Schools. As mentioned in the engagement portion of the workplan, a college wide understanding has been facilitated through faculty inservice, all staff/faculty meetings, attendance at workshops/retreats, book clubs, and other engagement activities.Progress update- Since the last workplan update in May 2019, the Student Learning committee completed a template for program maps that details important information for each program and a guide for which courses to take and when. Important information includes career opportunities, and program career requirements/standards. At entry CPTC is piloting a career interest inventory that matches student interests/abilities/experiences with CPTC programs. Outreach materials have been translated into Russian, Korean, and Spanish and the website is available in 9 languages.Remaining gaps- Historically, the Transitional Studies program at CPTC has largely been siloed and separate from the rest of the College. As part of CPTC’s equity work, staff and faculty are rethinking how to fully integrate Transitional Studies into the policies/processes/workplans and communication of the college. The marketing team will be conducting an analysis and communication audit of the website in the coming year to assess Equity practices around communication/engagement. As mentioned in the Engagement portion of the workplan, there is a gap in communicating GP with new staff faculty as they are onboarded.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 this EP.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| Develop onboarding plan/policy for new staff/faculty to inform and engage in GP work at outset of hire | HR, Instruction, GP Core Team | GP need statement, workplans, accomplishments, new hire process | Winter 2021 | Planning |
| Integrate and improve communication between Transitional Studies and the rest of the college. Streamline and unify communication and processes where appropriate with promotional materials, website, admissions, etc… | Transitional Studies, Marketing, Outreach, Advising | Marketing templates and standards, communication plan | Winter 2021 | Planning |
| Complete an audit of CPTC’s website, looking specifically for Equity concerns, content, and user experience. | Marketing, Instruction, Student Services | Audit criteria/rubric, Webmaster | Spring 2021 | Planning |

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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.** |
| **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. Current state- Two years ago CPTC pulled together a group of stakeholders to assess technology needs/gaps around advising, registration, and progress monitoring. Using the results from that assessment, the Guided Pathways Retention/Completion committee spoke with and visited several colleges to hear about their technology needs/solutions. After collecting this information, the committee developed a list of needed technology to meet the outcomes of the College Spark Guided Pathways grant and to better serve students. Currently, staff in Enrollment and Advising use interim technology systems such as Advisor Data Portal, a homegrown early alert system called ASSIST, SBCTC’s Degree Audit system, and the State’s Student Management System to track and monitor student progress toward completion. Although this patchwork of systems can work to identify student progress, these systems don’t integrate or communicate with one another, and any reporting functionality is often a manual process, requiring extensive staff time to produce needed data. It’s also challenging for students to monitor their own progress, especially if there are adjustments to Education Plans, changes in student status/funding, or courses aren’t successfully completed. Progress update- Since the last work plan update in 2019, the Retention/Completion committee utilized data from the technology assessment and data collected from college visits to develop an RFP to elicit proposals from vendors for a technology solution. Several vendors applied. Applications were scored and vetted. The RFP was completed in February 2020 and was ultimately canceled by the college. The primary reasons for the cancellation of the RFP process were identifying a permanent funding stream to pay for additional technology, and funding staffing to support building and implementing the system.Remaining gaps- A comprehensive technology upgrade for tracking and monitoring progress is expensive, with many proposals coming in above $100,000/year. In addition, all the colleges we spoke with encouraged us to identify a staff person to administer the new technology system. The systems are complex enough that the duties to implement and monitor the system can’t be simply added to someone’s job description. This includes setting up and implementing the system, training, troubleshooting, communicating with the vendor, etc… So not only are we needing to fund a technology system, we need additional staffing as well to make the system work to its fullest potential. A permanent funding solution is something CPTC is working to identify. Solutions include a student technology fee, grants, reorganizing job duties, etc… In addition, for staff, as we move to ctcLink and online tools we recognize that there are many challenges; faculty, staff and students need additional tools and training to improve proficiency. 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 this EP.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| Create technology training/resources for students, faculty and staff. | *eLearning, Academic Deans, Outcomes and Assessment Manager* | *Guides/training documents/videos* | Winter 2021 | Planning |
| Fully implement and utilize all features of Azores (recruitment software). | *IT, Outreach & Entry Services, Marketing* | Azores training/manuals | Spring 2021 | Planning |
| Identify permanent funding source for technology solution and staffing support | Executive team, ASG/Student Life | Identified funding streams | Summer 2021 | Planning |
| Complete an RFP process to choose a technology vendor. Ensure RFP includes equity goals/criteria for successful vendors. | Retention/Completion committee, Business/Finance, Executive team, Chief Diversity Officer (CDO) | State’s RFP system | Summer 2021 | Planning |
| Hire staff to implement the system, train staff/faculty, troubleshoot, etc… | HR, IT, Advising, CDO | HR hiring process, training | Summer 2021 | Planning |
| Set up and implementation of new technology system. This includes the 6-9 months of integration needed, plus training of staff/faculty. Work with Chief Diversity Officer to ensure equity in setting up system, reporting, assessment, etc… | Vendor, IT, CDO, Advising, Retention/Completion committee | SMS/LMS, IT support | Spring 2022 | Planning |
| Evaluation of system after 2 quarters of use to refine and improve the product | IR, IT, Executive team, CDO | Rubric and data dashboards to assess system | Fall 2022 | Planning |

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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. |
| **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. Current state: Each prospective student is required to meet with an entry specialist to enroll at CPTC. The entry specialist helps students explore career/college options, choose a meta-major/program, and receives an education plan. It is currently messaged that new student orientation is required, but there is no mechanism to ensure all students complete orientation. Roughly 70% of new students attend orientation.Progress update: Since the last workplan was developed, CPTC has added a career interest inventory to the enrollment process. Each student takes the inventory and results are discussed with an entry specialist. Results from the interest inventory are mapped to CPTC’s programs. Students can view their results and see what career pathways are available.Remaining gaps: Development of a mechanism to ensure all students attend new student orientation is critical. CPTC is currently looking at online orientation options for those students who cannot attend an in-person session. Second, the intake process for students entering transitional studies is different that the process for students entering college level programs. We’d like to develop one intake process for every student that comes to CPTC. In addition to exploring pathways and orienting new students, our intake data show that 5% of award-seeking CPTC students do not disclose their racial/ethnic backgrounds. Without this demographic data, the college does not have a clear picture of our student body. This inhibits CPTC from creating programs and securing grants that will enhance student success. 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 intake.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| Develop a plan to reduce the number of students who do not report racial/ethnic demographic data. Provide education, front-line scripts and marketing materials in alignment with CPTC’s Inclusion Campaign #UbelongHere. | *Student Services, Marketing, Office for EDI, Welcome Center, Financial Aid*  | *Marketing materials, scripts, awareness campaign* | *October 2020* | *Planning* |
| The Outreach & Recruitment Committee, in partnership with Outreach & Entry Services, will pilot the College's new career interest inventory, VitaNavis, with undecided prospective students for career exploration in the entry process. | *Advising & Counseling**Outreach & Recruitment Committee* | Vita-navis platform, intake form & process | Fall 2020 | Early implementation |
| Develop one intake process for any student entering CPTC | Enrollment, Transitional studies, Advising, Outreach/Entry | Process map | Spring 2021 | Planning |
| Student Life will develop and launch online orientation as a "last resort" option for students who cannot attend New Student Orientation in-person to reach the goal of 100% participation. | *Student Life* *Outreach & Recruitment Committee* | Vendor for NSO video, students/staff in video, curriculum | Summer 2021 | Planning |

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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. |
| **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. Current state- Entry Advising is currently mandatory for all students. This essential practice is at scale. Every student who enters CPTC must meet with an Entry Coordinator who helps students navigate the enrollment, financial aid, and placement processes. This includes receiving an Education Plan for their Degree/Credential, and mapping out courses for the 1st quarter of study. Students enter a program of study in the 1st or 2nd quarter of attendance. Professional advisors are assigned to programs by area of specialty, called Schools. Advisors begin to work with students at New Student Orientation and from the 1st day of classes through completion. Advisors are proactive in reaching out to students through classroom visits, in class group registration, following up with students not meeting satisfactory academic progress, and early alert. Progress update- Since the last workplan update in May 2019, CPTC continues to refine its Advising model. At Entry, students can now take a career assessment to identify and verify their program selection and ensure it meets their academic and career goals. Due to Covid-19, Advisors have also developed capacity for virtual Advising through Zoom.Remaining gaps- Tracking students through to completion is still a challenge. Advisors must work with various technology systems that do not integrate or communicate with one another. Identifying if a student is on track to graduate is largely a manual process that takes extensive staff time. CPTC had started the process of identifying and selecting a technology vendor to help in this work, but identifying a permanent funding stream to pay for technology and staffing is also a challenge. Finally, in terms of equity work, we don’t currently have a good understanding if any groups of students don’t feel like Advising is meeting their needs.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 advising.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| Evaluate from an equity perspective which students are connecting with Advising and which students are not? Who is the Advising model working for, and who is finding Advising challenging? | EDI office, IR, students, Advising | Survey, focus groups, data dashboards | Summer-Fall 2020 | Planning |
| Develop staff training for Advising around Equity topics. | EDI office, Advising, Workforce | Curriculum, trainers | Summer- Winter 2020 | Planning |
| Implement 1-2 specific Advising initiatives around EDI work | EDI office, Advising, Workforce | Workplan | Fall 2020-Spring 2021 | Planning |
| Assess EDI imitative from Advising | EDI office, IR, Advising, Workforce, students | Surveying, focus groups, data dashboards | Summer 2021 | Planning |
| Purchase of technology solution to support tracking of student progress. | Retention/completion committee, Executive team, CDO | RFP process, staffing supports | Summer 2021 | Planning |
| Staff/faculty training for technology solution. Begin to use the product. | Advising, IT, New tech staff | Training manual/guide, computer labs | Spring 2022 | Planning |

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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**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. Current state: According to data from 19-20, 30% of CPTC students earn college-level English and 21% percent of earn college level math within one year of enrollment. Progress update: We applied and have been awarded two additional College Spark grants to support math redesign and English redesign efforts respectively. Two co-requisite applied Math classes, MAT 103 Business Math and MAT 105 Math for Industrial Professionals, were developed, with the aim to shorten the math pathway. They were piloted in Winter 2020 and Spring 2020 quarters. Math faculty developed an initial draft of a Direct Self-placement (DSP) instrument. The effort to expand the co-requisite ENGL& 101 class is underway, with more adjunct faculty being engaged to teach the class. The supplemental instruction course has been revised from 5 credits to 3 credits, which will be implemented in Summer 2020 quarter. Remaining gaps: We need to assess the effectiveness of the math co-requisite classes and develop additional co-req math courses in order to shorten the math pathway. The math DSP instrument needs to be refined and implemented. We need to scale up the English co-req course, while making sure that remains effective at a larger scale. The English DSP instrument needs to be designed and implemented. More discussions with Transitional Studies are needed to create a clear pathway for students to transition from pre-college courses to college-level English and math courses.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 this EP.
* 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.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| Evaluate Data from Developmental courses in order to determine successful pathway for pre-college | Transitional studies faculty and associate dean, Math faulty and Academic Dean | Assessment results, scheduling | Winter 2020 | Early implementation |
| Apply for College Spark grant to support English redesign efforts | Academic Dean | *Grant writer, grant management* | Winter 2020 | Early implementation |
| Create a new 3-credit co-requisite English course to replace ENG 094 as Supplemental Instruction | English faculty, Academic Dean, Academic Lead | Scheduling, curriculum | Summer 2020 | Early Implementation |
| Create and develop new placement tools and Directed Self-Placement (DSP) for Math and English | Math and English faculty, Entry Services, Advisors, and Academic Dean, NWTHS Director | Faculty stipend, multiple measures | Fall 2020 (Math), Spring 2021 (English) | *Early implementation (Math),**Planning (English)* |
| Scale up Math redesign efforts with co-requisite and contextualized models | Math faculty, Academic Dean, Instruction | Faculty stipends, curriculum | Summer 2021 | *Early implementation* |
| Provide English faculty training in order to scale co-requisite ENGL& 101, with the goal to offer up to 20 sections of co-requisite ENGL& 101 in 2021. | English faculty, Academic Dean, Academic Lead | Faculty stipend, PD expenses | Fall 2021 | *Early Implementation* |

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| **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. |
| **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. Current state: Online modality was added as a variable to the gatekeeper course dashboard, and reviewed in light of the current pandemic. Progress update: One of the troubling findings of reviewing online course outcomes is a significant disparity between white/Asian students and their African-American/Hispanic peers. The passing rate gap over the past 4 years is 18% for Medical Terminology, 14% for English 101, 17% for Math 146, and 9% for Sociology 101. All other gatekeeper courses showed gaps with the exception of Chemistry 101. In addition to the pass rate disparity, committee members discovered that there is a wide range of minimal passing grade requirements among programs and academic courses. Conversations with staff and faculty largely demonstrated that these are legacy practices, with little rationale or justification. In a few instances, the program can point to external accreditation requirements. The committee is recommending that a consistent passing grade policy be applied to all programs, and exceptions to this policy must be accompanied by documented reasons.Remaining gaps: An analysis of outcomes among the gatekeeper courses further highlighted areas that can be addressed through professional development. We have identified a potential funding source and training curriculum, which we hope to share in our next report. Included will be supports for students and redesigned curriculum in these gatekeeper courses.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 this EP.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| *Analyze data to determine outcomes in gate keeper classes. Review disaggregated data and teaching pedagogy.*  | *Faculty, Deans/Associate deans, school/academic leads and IR* | *Ongoing institutional research support* | *Summer 2020* | Scaling |
| *Identify supports needed to increase success in gate keeper courses, and appropriate professional development.* | *Faculty, Deans/Associate deans, school/academic leads and IE* | *Funding for Faculty Training, curriculum, scheduling* | *Fall 2020* | *Early implementation* |

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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. |
| **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. Current state: More students at CPTC take applied/technical math courses than transferrable math courses. Currently, CPTC offers the following applied math courses: Business Math, Math for Industrial Professionals, Math for Health Occupations, and Math for Cosmetology/Esthetic Professionals. The two transferable pathways are STEM (MATH& 141) and STATS (MATH& 146).Progress update: Academic leads have met with school leads and pilot programs from 6 schools to discuss math needs and requirements, and made recommendations on proper math classes for each program. Two co-requisite math classes have been developed and implemented, with a team-teach model. The development of the Direct Self-placement instrument is in progress. Math faculty participated in a variety of state-wide trainings and conferences, as well as the WA Math Landscape study.Remaining gaps: Shortening the pre-college pathway for the transferable math courses remain a challenge. Continued assessment to see if further contextualization can occur. Consider Business Math as additional option for students in programs where they need entrepreneurship skills (Restaurant Mgmt, Retail Bus Mgmt, etc…)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 Math Pathways.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| Evaluate Data from Developmental courses in order to determine successful pathways | Transitional studies Faculty and associate dean, Math faulty and Academic Dean, IR | Assessment data, scheduling, course sequences | Spring 2020 | Early implementation |
| Develop and pilot a math co-req course to shorten the pre-college math sequence for applicable students and programs | Math Department, academic lead, academic dean | Training for faculty, curriculum | Spring 2020 | Early implementation |
| Recommend math courses and sequences by schools (meta-majors) based on data collected from degree map redesign task force | Math faculty, academic dean, advising, program faculty, leads | Assessment data, degree maps | Summer 2020 | *Early implementation* |
| Evaluate co-req pilot courses | Math Department, academic lead, academic dean, IR | Assessment data | Spring 2021 | *Planning* |
| Develop 2 additional co-req math courses | Math Department, academic lead, academic dean | Faculty stipend, instruction cost to support low-enrolled co-req classes | Fall 2021 | *Planning* |

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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. |
| **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. Current state: Each instructional division and program create their quarterly schedule, which is then entered into the SMS. CPTC does not use block scheduling; however, program schedules are pretty consistent and predictable throughout the year.Progress update: We started discussions around how to better align the General Education schedule and program schedule to reduce scheduling conflicts. A schedule pilot was implemented in Winter 2020 quarter to embed several math and English classes in the School of Advanced Manufacturing, both by aligning the class periods and by physically locating these classes in the same building. A scheduling task force was also created to reimagine the scheduling process. A new scheduling process, designed to better track the scheduling progress, was piloted in Winter 2020 quarter.Remaining gaps: As a technical college, many programs have a significant seat time requirement, which makes it challenging to provide a manageable schedule for many students. We have yet to address the needs of part time students in most programs.***Progress in Winter 2020 and Spring 2020 quarters has been negatively impacted by the COVID-19 pandemic. The impact is most significant this is area as all classes were conducted online in Spring quarter, and many will still be online only for the next few quarters.***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 scheduling.
* Your Status Update should describe how your scheduling practices will address the needs of **working adults and part-time students.**
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative*  |
| *Pilot embedded scheduling in School of Advanced Manufacturing* | *Academic/School leads, Deans/Associate Deans, faculty* | Schedule, degree maps | *Winter 2020* | Early Implementation |
| *Research student needs for scheduling both General Education and Program classes.* | *Task force, scheduling committee, IR* | Focus groups, surveys | *Spring 2021* | *Planning*  |
| *Analyze current scheduling practices; needs analysis; results of embedded scheduling; needs by school* | *Task force, scheduling committee, IR, Instruction, Advisors* | Focus group and survey results, enrollment data, pass rates, EDI data | *Spring 2021* | *Planning* |
| Expand pilot to half of Schools. | Taskforce, scheduling committee, Instruction | Schedule, curriculum, maps | Fall 2021 | Planning |
| Assess/analyze results of expanded pilot | Taskforce, scheduling committee, Instruction, IR | Enrollment data, student feedback, assessment data | Winter 2022 | Planning |
| Finalize two year schedule | Taskforce, scheduling committee, Instruction | Schedule, degree maps, assessment data | Fall 2022 | Planning |

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| **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-seeing 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. |
| **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. Current state- Progress on academic plans is monitored by Advisors, but this occurs primarily in a reactive mode as students meet with Advisors. There is no comprehensive and automated look at student progress. Only students who proactively reach out to Advising have an opportunity to assess their progress toward degree/credential completion. Students can track their own progress by reading their Education Plan or using SBCTC’s degree audit system. However, most students do not use these to track their own progress. Advisors also visit classrooms during registration to help students register for the next quarter. This provides a good opportunity to check progress. Institutional research can monitor and report on the data elements listed above, however, this is not currently an automated process and takes extensive staff time.Progress update- Since the last workplan update in May 2019, Data dashboards have been completed that provide a disaggregated look at various retention, completion, persistence, and enrollment patterns. These can be looked at from an individual faculty perspective or by groupings of programs to look for trends. An RFP process was completed in 2019-20, but ultimately cancelled due to a lack of a permanent funding source.Remaining gaps- CPTC will undergo an RFP process in 2020-21 to identify a technology solution that assists in monitoring student progress. Data elements will be automated and regularly scheduled reports and data updates will be available. Staff will use this data to assess intervention efforts, enrollment patterns, progress, and engage in longer term strategic thinking/planning about student success.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 program monitoring.
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| **Action Plan** *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.* | *Person/Group/Entity Responsible* | *Resources Needed* | *Target Completion Date*  | *Status:**Planning, Early Implementation, Scaling, Iterative* |
| Purchase of technology solution to support student tracking, program monitoring | Retention/completion committee, Executive team, EDI office | RFP process, staffing supports | Summer 2021 | Planning |
| Full implementation of technology solution to track, monitor, and report on enrollment patterns. | Advising, Retention/Completion, New tech staff, IT, EDI office | Technology solution, Staffing support | Spring 2022 | Planning |
| Automate data reporting on critical data elements (tracking, monitoring, reporting, auto awarding, 10-15 to finish, Coll level Egn/Math, SAP lists, on-track, gatekeeper success, etc..) | IR, Advising | Technology solution | Spring 2022 | Planning |
| Assess program monitoring system and data to identify improvements. Pay particular attention to equity gaps and make adjustments to better serve all students. | IR, Advising, executive team, CDO | Data dashboards, surveys, focus groups | Fall 2022 | Planning |

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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. |
| **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. Current state- Through a homegrown early alert system called ASSIST, Advisors can identify students who are struggling in their classes. This could be for a variety of behaviors such as poor attendance, at-risk of failing, lack of preparedness, etc…. When Advisors receive an Alert, they connect with the student to offer support/resources. In addition, at the end of each quarter, a list of students who are not meeting satisfactory academic progress is given to the Advisors. Each Advisor follows up with their assigned students to offer support/resources. Students need to meet with their Advisor to have a registration hold lifted. Progress update- Since the last workplan update in May 2019, the college has refined a week by week retention model. Each Department in Student Services identifies interventions that will be implemented at various points in the quarter to support students. In the last year, Departments outside of Student Services, including Strategic Development and Instruction have added their interventions to the week by week retention model. CPTC now has a comprehensive week by week intervention model being implemented across campus to ensure students have support throughout the term from various Departments at key times in the quarter. Remaining gaps- CPTC does not currently have a technology solution that easily identifies when a student is off-track. This is a manual process that would involve looking students up individually and matching their coursework with their Education Plan. Access to real-time data on students of concern is limited. Advising students who are unlikely to be accepted into limited access programs is done on a case by case basis, but only if the student raises the issue. CPTC does not currently have an automated or simple way to track students whose grades may not allow them entrance into limited access programs. Please note:* Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
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| Develop intervention plans that include policies/supports to ensure retention and completion. Ensure plans include equity considerations/solutions. Identify top 3-5 programs with better retention/completion rates and highlight successful strategies and scale up. Identify best practice instructional strategies such as transparent design (TILT), and other promising practices. | Retention/completion committee, EDI office, Advising, Instruction | Best practices, professional development | Winter 2021 | Planning |
| Develop policies regarding limited access programs and redirecting students. Ensure policy includes equity considerations/solutions.  | Retention/completion committee, EDI office, Advising | Best practices, professional development | Winter 2021 | Planning |
| Purchase of technology solution to support student tracking, program monitoring | Retention/completion committee, Executive team, EDI office | RFP process, staffing supports | Summer 2021 | Planning |
| Full implementation of technology solution to track, monitor, and report on student progress. | Advising, Retention/Completion, New tech staff, IT, EDI office | Technology solution, Staffing support | Spring 2022 | Planning |

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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:**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**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. Current state: CPTC has core abilities for the college and program learning outcomes for each degree program, which are available in the college catalog and on the college web site. The course learning outcomes are published in the course syllabi and are mapped to program learning outcomes and core abilities. Faculty conduct assessment regularly; however, the assessment process and results are not systematically documented and shared.Progress update: Assessing and aligning CPTC’s assessment practices and metrics with NWCCU assessment rubric has been completed. A series of training on writing Student Learning Outcomes and outcome assessment were offered at Faculty In-Service events. All degree programs have revised their degree level Program Learning Outcomes in 2019. 75% of programs have completed their assessment maps. First round of systematic, coordinated assessment was conducted in summer 2019. Since then, each quarter, a group of faculty are selected to complete assessments of identified courses and report assessment results. Remaining gaps: Faculty need to revise course learning outcomes on a regular basis. All programs are expected to complete assessment maps and start assessing learning outcomes on a regular basis. Certificate program learning outcomes need to be finalized. Assessment results need to be documented and shared. More professional development is needed to support faculty on how to design assessment and utilize assessment results to improve effectiveness of educational and pedagogy practice. We want to ensure equity through instructional delivery and resources available to students, which can impact academic progress. Develop rubrics to assess overall learning.Please note:* Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
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| Inventory of assessment practices and documentation to determine gaps and needs | Outcomes Assessment Manager, Instructional leadership, and faculty | Assessment practices, template for entering data | Spring 2020 | Scaling |
| Prioritizing assessment into faculty in-service days | VPI, Instructional Deans, and In-service committee, Assessment Mgr | Professional development | Spring 2020 | Early implementation |
| Assessing and aligning CPTC’s assessment practices and metrics with NWCCU assessment rubric for evaluating outcomes and assessment plan and progress | VPI, Instructional Deans, Outcomes Assessment Manager, faculty | NWCCU rubrics, CPTC learning outcomes | Fall 2020 | Early implementation |
| Evaluate and refine all Program Outcomes (Certificate programs. Degree outcomes are completed) | Outcome & Assessment Manager, faculty, Instructional Admin | Degree/cert maps, sequencing and industry needs | Spring 2021 | Planning |
| Survey and identify gaps in current instructional assessment practices.  | School and Academic Leads, TLC, IA, IR | Assessment data | Summer 2020 | Planning |
| Evaluate and refine Course Outcomes to map to Program Outcomes | Outcome & Assessment Manager, faculty, Academic and school leads | Learning Outcomes | Winter 2021 | Planning |
| Work with Accessibility Committee to implement best practices to ensure learning is accessible for all students | eLearning, Accessibility Committee, faculty | Professional development, best practices in accessibility | Spring 2021 | Planning |

1. Derived from the work plan developed in collaboration with College Spark Washington [↑](#footnote-ref-2)