

College Spark Washington/SBCTC Guided Pathways

Request for Application 2017-18
Guided Pathways Initiative

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As a technical college, Clover Park is uniquely positioned to quickly implement the components of Guided Pathways. Clover Park is transforming lives, enriching communities, and enhancing futures by creating an environment of innovation, equity, and excellence through education.



A Proposal Submitted by **Clover Park Technical College**

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QUESTION 1.

Components of Guided Pathways Implementation Already Accomplished

Clover Park Technical College (Clover Park), with campuses in Lakewood and Puyallup, has already accomplished several pieces of each of the six components of Guided Pathways.

- **Meta Majors.** We have established a school concept to align programs of study into eight Meta Majors through a collaborative process within our shared governance framework. This included student voice through Associated Student Government feedback.
- **Program/Degree Maps.** As a cohort-based institution, we have long had program/degree maps that clearly lay out the path from entry to completion for students in most of our professional technical programs. As part of program-level accreditations and Advisory Board input, we have created program-level learning outcomes that are aligned to transfer and degree completion requirements.
- **Default and Predictable Schedules:** We are able to block schedule courses for students in the same program.
- **Enhanced Intake and Advising Practices.** We have implemented a large-scale, bold redesign of our intake and advising practices to support students in selecting a Meta Major and enrolling in a program of study more quickly. Intake and advising activities are mandatory, intrusive, and high-touch. Student progress is monitored via the software program Starfish, with students, faculty, and advisors in a feedback loop that alerts us to students who need extra support and intervention to maintain academic progress.
- **Eliminate or Accelerate Remediation.** We have invested in Institutional Research, both staff and software (Tableau and Starfish), to better collect and examine data on current placement, progression, and success rates. We have implemented co-requisite “gate-keeper” English courses and have a plan to develop and implement “gate-keeper” math courses that are co-requisite and contextualized to increase the percentage of students who reach college-level math and English within one year of enrollment.
- **Implementation of Multiple Math Pathways.** We have committed to developing and offering multiple math pathways that are aligned with Meta Majors and are contextualized to programs of study, where possible. Between Spring 2018 and Spring 2020, we plan to develop and implement several co-requisite, contextualized math courses.

Components of Guided Pathways Implementation Best Prepared to Tackle

Clover Park is best prepared to tackle the Guided Pathways Component **Program/Degree Maps**; as a technical college, we have already achieved most of the requirements of this component. With curriculum development support, we will be able to quickly make the necessary adjustments to give students early access to general education courses and better access to a career. We are also preparing to create foundations courses that allow students to learn the common foundational principles in groups of courses to enhance career exploration early and avoid losing credits when they change their area of study. Clover Park has made headway on the component **Enhanced Intake and Advising Practices** and is committed to expanding mandatory and intrusive policies and practices in the area of intake and advising.

Components of Guided Pathways Implementation that Present Biggest Challenge

The component **Eliminate or Accelerate Remediation** will likely present the biggest challenge to Clover Park. While we have invested in Institutional Research and developed co-requisite math and English courses—and have a plan to develop more—we have not seen the level of success we believe is important for our students’ success. We are ready to be bolder in closing access gaps and seeing more meaningful change in student success rates. Nonetheless, Clover Park is committed to eliminating and accelerating the remedial pathway. We are currently exploring the potential of eliminating all

developmental level general education courses and replacing them with co-requisite courses that place students directly into college-level courses with the support they need to succeed.

Why This is Right Time to Implement Guided Pathways

As we continue to redesign how Clover Park delivers education, we have made various interventions that have required meaningful, cross-department collaborations. Over the past four years, we have struggled to find the right way to help our students succeed while staying focused on leading an adaptive change process at Clover Park that reimagines the way we operate. Already, we have:

- Developed change leaders in an original four-person core team who we provided with training and development in Guided Pathway principles. That team was then scaled up to include 15 college leaders who were ready to tackle systemic transitions.
- Participated in *Achieving the Dream* (2012-2016).
- Acted on Noel-Levitz’s recommendation. Our Executive Team created a Strategic Enrollment Planning Council—led by the President, Vice Presidents, faculty, and committee leads—to oversee action committees for recruitment, retention, completion, and minority student engagement.
- Investigated whether Clover Park was ready to commit to Guided Pathways. We held Guided Pathways themed book clubs, reading “Redesigning America’s Community Colleges” in small groups, held a Guided Pathways opening day event; created videos about moving from a cafeteria-style approach to a more prescriptive/mandatory approach.
- Built Guided Pathways champions by selecting faculty members to attend Washington State Board for Community and Technical Colleges (SBCTC) Guided Pathway training courses. This built a broad group of faculty members who truly understand and are ready to advocate for the curriculum work necessary to make Guided Pathways a reality for Clover Park’s students.
- Taken crucial first-steps towards implementation at scale of the Guided Pathways components, including formulating a Guided Pathways implementation plan.

Year 1	Create cross-departmental teams and engage faculty and staff broadly for large-scale reform Complete environmental scan Programs of study identified Update educational plans Vision and goals of Guided Pathways communicated college-wide Website updated and reorganized with Guided Pathways /Meta Majors in mind Assess current intake procedures and implement new process Update model to focus on retention and completion of current students Assess course scheduling Establish key metrics to measure progress Finalize program and course learning outcomes Engage student voice by holding focus groups
Year 2	Communicate progress and benchmarks reached Update education plans Determine technology needed to facilitate changes in each area Develop 1st quarter or new student experience Establish clear plan to communicate and engage students in the transition Identify technology to assist in monitoring progress of students Exploratory course(s) developed for each program of study Assess how to support increase the percentage of students who earn college-level math within a year of enrollment (e.g., creating co-requisite courses) Create predictable scheduling Put system in place to help students and staff monitor their progress Fully implement Early Alert so college can identify when students are at risk or falling off their program plans, and apply interventions to help students get back on track Faculty assess whether students are mastering learning outcomes and use assessment to make improvements
Year 3	Communicate progress and benchmarks reached Update education plans Train faculty and staff on new technology Create additional contextualized math and English courses or accelerated options, where possible Assist students who are unlikely to be accepted into limited access programs and redirected to a more viable path Based on assessments, offer targeted professional development

In Year 4, we would assess overall progress on Guided Pathways and develop next steps.

Despite making incremental efforts toward better retention and completion rates for our students, we have not reached what we believe are the right goals for reducing equity gaps and increasing rates of student retention, completion, and persistence. While we have prepared the college community with sense making, created a shared understanding of the urgency through our data, and demonstrated our ability to implement strategies at scale, we now need the spark of this grant and the stimulus of SBCTC support, guidance, and expertise to truly make a difference and fulfill our potential. Hand-in-hand with College Spark and the SBCTC, Clover Park is ready to make bold changes in the way we deliver education to help our students succeed.

Clover Park leadership, faculty, staff, and students are committed to implementing all components of Guided Pathways within five years. As a technical college, we are better positioned than a community college to realize student results more quickly and at a larger scale and to achieve implementation of all of the Guided Pathways components, especially the components Program/Degree Maps and Enhanced Intake and Advising Practices.

“Through the discussion and planning that has occurred at Clover Park over the past two years, our college community has demonstrated the commitment and drive necessary to implement guided pathways principles. We understand large-scale reform, have demonstrated our willingness to make things mandatory, and are ready to take our institution to the next level by fully implementing every aspect of Guided Pathways.”

~ Dr. Joyce Loveday,
Interim President

QUESTION 2.

Clover Park has utilized disaggregated student outcome data (including by race and socioeconomic status) to make changes to policy and practice in instruction and in student services; examples follow.

Example: Implemented Self-Paced Math

As a participating *Achieving the Dream* college, Clover Park demonstrated our capacity for large-scale math reform by using disaggregated student outcome data to identify equity gaps for students getting to college-level math. Self-paced math was an intervention we designed to address this equity gap. We began offering self-paced math courses in 2012, which allowed students to complete up to three developmental math courses in a single quarter. The self-paced math intervention has successfully increased pass rates for students of color.

PASS RATES FOR STUDENTS WHO ENROLLED IN SELF-PACED MATH VS. TRADITIONAL MATH CLASSES									
Year	Total enrolled	Passed	% Passed	Students of Color	Passed	% Passed	Economic Disadvantaged	Passed	% Passed
2011-12	509	295	57.96%	174	92	52.87%	350	211	60.29%
2016-17	679	382	56.26%	300	162	54.00%	389	232	59.64%

Next steps will include transitioning from self-paced math to co-requisite math courses over the next four years; see our response to question 9.b, which lays out our plans to accomplish this.

Example: Implemented Co-Requisite English Courses

As a participating *Achieving the Dream* college, Clover Park demonstrated our capacity for large-scale English reform by using disaggregated student outcome data to identify equity gaps in getting students to college-level English. In Winter 2014, students enrolling in ENG 094 and ENG&101 were experiencing a 73.9% completion rate and students of color were experiencing a completion rate of 73.2%. We designed co-requisite English courses as an intervention to address both completion rates and the equity gap. In Winter 2014, we began offering *Accelerated ENG 094*, a co-requisite developmental education course to college-level *Accelerated ENG&101*. Students assessing below college level are

mandatorily enrolled in both classes during the same quarter. A specially-trained instructor uses the time in *Accelerated ENG 094* to give students the skills and knowledge they need to be successful in the co-requisite college-level course. For students enrolled in these co-requisite courses, this intervention has produced significant increases in passing rates for all students and additional success for students of color.

PASS RATES FOR STUDENTS ENROLLED IN TRADITIONAL ENGLISH VS. CO-REQUISITE ENGLISH COURSES (Spring 2017)						
Course	Total # enrolled	# Passed	% Passed	# Students of Color	# Passed	% Passed
ENG94/ENG&101 Traditional	235	175	74.5%	91	75	82.4%
ENG 94/ENG&101 Co-Requisite	46	41	89.1%	26	23	88.4%

Reduction of Equity Gaps as a Result of Changes Made

Clover Park has targeted equity gaps in retention, persistence, completion, and pass rates for students enrolled in college-level math and English courses. With 43% of Clover Park’s student population being comprised of students of color, we offer a rich environment in which to implement changes that will meaningfully reduce equity gaps. We have implemented a number of interventions to address these equity gaps, including, but not limited to:

- Creation of self-paced math courses.
- Creation of COLL 102, a College Success course, which is mandatory.
- Embedded coaching in a developmental English course.
- Created a co-requisite developmental and college-level English course.
- Expanded multicultural outreach and recruitment.
- Increased staff capacity.
- Created partnerships with community groups.
- Held events that brought target populations on campus.
- Participated in *Achieving the Dream*.
- Consulted with other *Achieving the Dream* colleges.
- Transitioned to mandatory and intrusive intake and advising.

Despite our numerous efforts, we have struggled to see the change we believe is necessary in equity gaps over time. The key thing we learned from our participation in *Achieving the Dream* was that we did not have the Instructional Research support needed to know what the baselines were and to be able to measure change. So, in late 2015, we made two significant investments:

- We created a strong Institutional Research team by hiring an Institutional Research Director with a doctorate and a permanent, full-time Institutional Research Analyst.
- We started investing in our dashboard project, which will be a strong foundation for the work we do in this area going forward.

While we did not achieve large-scale results in closing equity gaps for students through our interventions in the classroom, we did achieve large-scale change in the way that Clover Park performs institutional research, evidenced by the resulting ability for end-users to have access to data day-to-day. Clover Park has made the internal changes necessary to successfully implement the Guided Pathways components and is committed to creating data-driven interventions that reduce equity gaps. The ability to visualize data for the end user, a steady and experienced Institutional Research staff, and a robust college-wide effort to know and understand key terms and data points have positioned us to take on the task of Guided Pathways monitoring and evaluation.

Equity Gaps Targeted and Equity Goals for the College

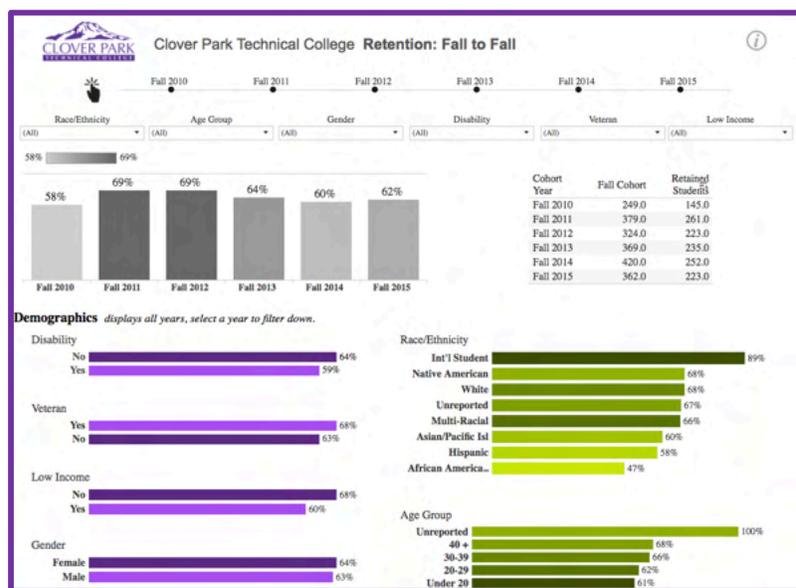
Clover Park’s equity goals, as stated in our 2013-2018 Strategic Plan, are to: (1) Create an understanding of equitable principles, (2) Identify and implement opportunities for increasing equity, and (3) Identify and address achievement gaps. In 2016, a group of faculty members established the Minority Student Engagement Committee. This group is working to support our students of color as they navigate their time at Clover Park. The first activity organized by the Minority Student Engagement Committee was a students of color forum that informed a 2017 work plan. From that feedback, the Minority Student Engagement Committee identified a need for funding to support their efforts to close equity gaps at Clover Park; they received the required funding in the 2017 Perkins Grant cycle. Some of the additional actions we will take to meet our equity goals are expanding the support structures and systems for students of color once they are at Clover Park through the Minority Student Engagement Committee, conducting additional focus groups with students of color to assess their needs and barriers to student success, identifying best practices, and setting measurable outcomes for each goal.

QUESTION 3.

Clover Park’s Strategic Enrollment Planning Council—led by the President, Vice Presidents, faculty, and committee leads—oversees action committees for recruitment, retention, completion, and minority student engagement. The Retention Committee and Completion Committee have each used clearly defined metrics for monitoring student progress and success to make decisions.

Example: Retention Committee

Based on data, Clover Park’s Retention Committee acknowledged that our persistence and retention rates were low, and we were losing 20-30% of our students from first to second quarter. They established a plan to increase student retention by 2%. They identified the need to do a better job of collecting data, maintaining data, and monitoring data. To accomplish their data goals, they created an online retention dashboard that tracks student persistence (quarter-to-quarter) and retention (Fall-to-Fall).



The Retention Committee decided to continue the campus-wide expansion of the Early Alert system, oversaw some of the transitions that were made to our advising model, and developed a Retention Plan that outlined six objectives with measurable outcomes.

1. **Objective:** Reduce stop outs and decrease student attrition.
Measurable Outcomes: Complete Retention Plan and decrease student attrition by 2%.
2. **Objective:** Develop common language and definitions.
Measurable Outcomes: Definitions established and communicated across campus for persistence, progression, retention, and completion.

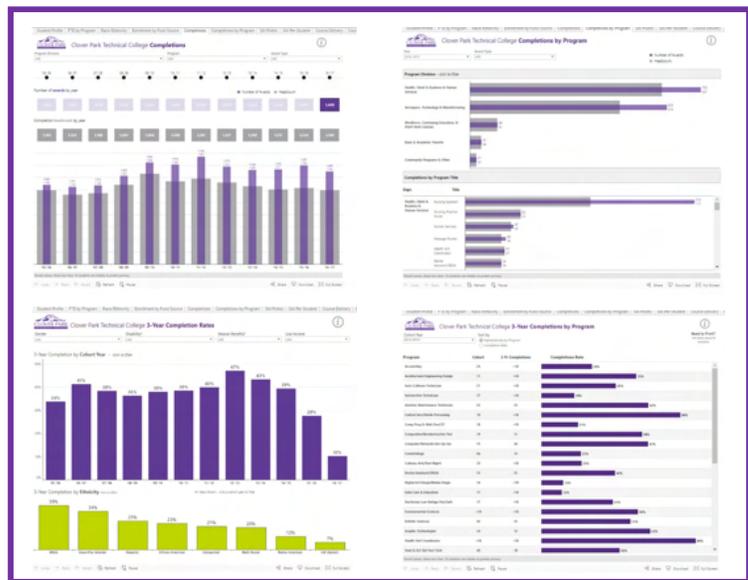
3. **Objective:** Enhance data collection, access, usability, and analytics.
Measurable Outcomes: Common data indicators established and disaggregated, student input collected, and program health assessed.
4. **Objective:** Enhance Early Alert system.
Measurable Outcomes: Purchase Early Alert system, train users on Early Alert system, implement and use Early Alert system, and schedule regular reports.
5. **Objective:** Strengthen advising and support services.
Measurable Outcomes: Intrusive advising model developed and supportive services enhanced.
6. **Objective:** Mobilize *Achieving the Dream* strategy teams to focus on teaching support, learning support, and retention.
Measurable Outcomes: New training and staff orientation developed and implement expanded *Achieving the Dream* strategies.

Improvement to Student Outcomes. The Retention Committee’s work resulted in meeting their goal of a 2% increase in retention from Fall 2015 to Fall 2016.

Example: Completion Committee

Based on data, Clover Park’s Completion Committee acknowledged that only 32% of students were completing their program of study. *The College Advantage: Weathering the Economic Storm*¹, a 2012 Georgetown study, underscored for the Completion Committee the importance of degree completion. The study showed that individuals without a degree lost substantially more jobs during the recession than those with a degree and have effectively been shut out of the post-recession workforce, while individuals with degrees have fully recovered.

The Completion Committee established a plan to increase student completion by 2% in the first year, with an overall goal to increase completion to greater than 50%. They identified the need to do a better job of collecting, maintaining, and monitoring data. To accomplish their data goals, they created four online completion dashboards that tracks student completion of their program of study.



The Completion Committee developed Initiatives that are attached to actions, measures, timelines, resources, and staff.

1. **Initiative:** Improve the awarding system by creating a simplified process for tracking and communicating student progress towards completion that is accessible for faculty and students.

<p>Action 1: Provide faculty and students with the appropriate training on ADP or Degree Audit to help students along their certificate or degree pathway.</p>	<p>Measure 1: Improvement of tracking of student progress, program completion, and general education requirements.</p>
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¹ Anthony P. Carnevale, Tamara Jayasundera, and Ban Cheah, Georgetown Public Policy Institute (2012). <https://cew.georgetown.edu/wp-content/uploads/2014/11/CollegeAdvantage.FullReport.081512.pdf>

Action 2: Develop a communication plan with benchmarks for campus/faculty.	Measure 2: Students understand their progress towards completion.
2. Initiative: Pre-Requisites/Co-Requisites Assessment—Explore the reasons why students do not enroll in general education courses by program.	
Action: Survey faculty and students to assess general education enrollment choices.	Measure: Completion committee has a better understanding of the reasons why students are not completing general education requirements.
3. Initiative: Student Needs Assessment—Survey students via the peer ambassador program.	
Action: Survey students to assess the barriers towards applying for certificate or degree credentials.	Measure: Gain understanding of student perception on graduation requirements and processes. Identify gaps/obstacles to completion.

Improvement to Student Outcomes. The Completion Committee’s work resulted in meeting their goal of a 2% increase in completion each of the last two years—34% in 2015-16 and 36% in 2016-17.

QUESTION 4.

Significant Policy Change That was Mandatory for Students

As a result of our collaborations with *Achieving the Dream* and Noel-Levitz (consultants), Clover Park made COLL 102 (*College Success for All*) mandatory for all new students in Fall 2016. *College Success for All* is offered pass/fail and designed to provide students with the basic skills needed to be successful in college: study skills, learning styles, communication skills, time management, campus resources, test taking strategies, diversity, campus policies and procedures, safety and FERPA training, and a component for financial literacy. Through this course, students develop connections with campus resources, faculty, staff, and peers. The course includes 20 hours of classroom instruction and 20 hours of online and computer work.

Data Demonstrating Impact of Change

In the first full year of implementation, Fall-to-Fall retention rates increased from 44.50% to 47.69% and Fall-to-Winter persistence rates increased from 77.50% to 80.77%.

Benefits and Challenges with Policy Shift

Benefits. Mandating *College Success for All* benefits our students, who are largely non-traditional (average age 30) and have not attended school recently, by orienting them to college life and academic expectations, familiarizing them with the online learning environment, exposing them to resources, and providing them with opportunities to meet and bond with fellow students. Both students and the college benefit from the slight increase in retention and persistence rates attributed to this mandate.

Challenges. There were several challenges to making *College Success for All* mandatory. On the front end, Clover Park had to update all scope and sequence documents (program maps) and education plans and add credits to each program. As we were implementing the change, some students expressed frustration about the added expense of the course and scheduling difficulties with the course. In response to this challenge, Clover Park’s Entry Specialists now automatically add *College Success for All* to each new student’s first quarter education plan. Another challenge we have had with this mandate has been whether to exempt transfer students from this requirement if they had completed a *College Success* course at another college. In response, Clover Park implemented a practice of exempting students who transfer in 30 earned credits from a regionally-accredited institution.

QUESTION 5.

Example of Large-Scale Student Success Initiative Pursued, Based on Evidence

Clover Park implemented the Early Alert program campus-wide in Spring 2017 based on evidence of the program's success at improving student persistence rates collected by our WorkFirst Office. Early Alert was initially implemented in 2012 for the small population of WorkFirst students. We used it to identify students who were struggling to progress and intervene with barrier removal/support. The data revealed that 69% of WorkFirst students needed at least one intervention, typically early in the quarter due to poor progress.

Academic Year	Alerts issued	Interventions (Unduplicated)
2013-2014	546	379
2014-2015	603	270

WorkFirst lacked adequate funding to purchase tracking software, so they were limited in the type of data they were able to collect. However, seeing such a high percentage of students who were struggling and having anecdotal information about the success of the interventions, in terms of persistence, WorkFirst began sharing information about the program with other departments on the campus. Simultaneously, Clover Park learned about the success fellow *Achieving the Dream* colleges were having at improving persistence rates through implementation of Early Alert.

Process of Change that Occurred

Clover Park's Retention Committee was interested in supporting and improving student persistence rates (quarter-to-quarter enrollment) and set an objective to implement Early Alert college-wide and measurable outcomes to support the achievement of the objective. The goal was to implement a system at scale, with the scale being all Clover Park students.

- **Purchase Early Alert System** – We purchased Hobson's Starfish EARLY ALERT (Starfish), which is an early warning and student tracking module that integrates with our existing system, Tableau. Starfish mines student performance data that is stored in Tableau, detecting and flagging at-risk students in time to make a difference.
- **Train Users on Early Alert System** – After some trial and error, advisors are now training faculty one-on-one on Starfish, our Early Alert system.
- **Implement and Use Early Alert System** – We formed an Early Alert Task Force, which made the decision to implement Early Alert by rolling it out to 1/3 of the faculty in Fall 2016, 1/3 of the faculty in Winter 2017, and 1/3 of the faculty in Spring 2017. The Task Force chose a slow roll-out to insulate large numbers of faculty from the inevitable kinks that would surface that first quarter, both in the software and internal processes. The Task Force hand-picked the first batch of faculty brought on-board, selecting supporters of the system who they knew would champion it with their peers.
- **Schedule Regular Reports** – Starfish allows advisors, staff, and faculty to schedule regular reports, set up automatic flags, flag students manually, send kudos to students, and create dynamic reports.

How We Managed Challenges

Clover Park tried, with limited success, to scale up (college-wide) Early Alert with presentations at staff and faculty meetings, group trainings, emails, and video presentations. From this, we learned that we needed to transition to one-to-one engagement with faculty about Early Alert. With our new retention advising model, advisors, who already have a close and cooperative relationship with faculty, are meeting one-to-one with faculty to show them how Early Alert can positively and directly impact students and the faculty's ability to manage their classroom. This was a good lesson learned for us; it helped us start to understand what it takes to make large-scale change.

How We Achieved Scale

Clover Park began implementing Early Alert college-wide in Spring 2017. We are just 3 quarters into the initiative and, while it has not achieved college-wide adoption yet, faculty are embracing Starfish at a higher rate with each successive quarter.

	# Faculty Used Starfish	Total # of Faculty	% of Faculty Used Starfish	# Flags	# of Kudos Given
Spring 2017	18	223	8%	127	66
Fall 2017	42	223	19%	430	562

We continue to pursue college-wide implementation and advisors are working closely with faculty to adopt Starfish. In addition to flagging struggling students, faculty are realizing the benefits of sending students Starfish “kudos”—special recognition for improvement or good work that are emailed to students. Kudos bolster student confidence and strengthen their relationship with their instructor, as evidenced by student feedback provided to faculty members. As to whether Early Alert is making a difference with persistence, it is too soon to know. What we know is that 40% of students who were flagged in Spring 2017 and 62% of students who were flagged in Summer 2017 persisted into the next quarter; every flagged student received an intervention. We will continue to track persistence data via Starfish and Tableau.

"Even if it hasn't scaled up, it's made everyone aware that early intervention needs to happen."

~ Kristin Copeland,
Tenure-Track English
Faculty

QUESTION 6.

Current Advising Model

Entry Advising (Intake). Clover Park employs a high-touch/intrusive approach to prospective student intake. All prospective students are required to connect with an Entry Specialist and complete the *New Student Intake & Workforce Application* prior to selecting a program of study and registering for first quarter classes. This electronic intake form is designed to assess the students' prior experiences in post-secondary education, signal any special populations with which the student identifies, pre-qualify students for workforce financial aid programs, and refer students to services (child care, disability services, veteran's, etc.). Completion and submission of the *New Student Intake & Workforce Application* triggers various offices across both of our campuses that a student is inquiring/requesting services. All prospective students connect twice with an Entry Specialist prior to registering for classes. Entry Specialists assist prospective students in navigating the entry process through *4 Easy Steps*; connect, apply, assess, and register. Below are the associated student learning outcomes from these appointments. Entry Specialists use an accompanying checklist to measure student achievement of these outcomes.

- **Initial Appointment | Prospective Student Outcomes.** Prospective students review college programs, degree options, and class schedules; articulate their understanding of the entry requirements needed to gain admission into their program of choice; prequalify for workforce funding sources (e.g., Basic Food, Education, & Training, Worker Retraining, and WorkFirst), as well as receive an overview of federal and state financial aid programs; learn how to use the Clover Park website as a tool for researching career training programs and gaining access to other resources and support programs; and receive a checklist and a follow-up appointment.
- **Follow-Up Appointment | Prospective Student Outcomes.** Prospective students discuss their Directed Self Placement recommendations with and Entry Advisor; receive information regarding program pre-registration lists, general education classes and basic studies courses; identify a program of study; complete an academic plan and register accordingly based on entry requirements; receive a reminder to follow-up with the Office of Financial Aid and other workforce

funding offices; and receive a referral, as needed, to additional resources on both campuses (e.g., disability services, veteran services, tutoring).

New Student Orientation. Clover Park strongly recommends student orientation, but it is not currently mandatory. New student orientation curriculum covers academic success, financial tools/literacy, and social involvement. During orientation, students are grouped by Meta Majors (schools), begin to make connections with their cohort peers, learn about college and community resources and tools for success from their Program Advisors, and are welcomed by program faculty who review academic success tips.

Academic Advising. Clover Park's academic advising model is based on a high-impact, prescriptive approach that is defined by active concern and regular engagement with students in exploring programs and connecting to services that improve their skills and motivate them to persist toward their academic, career, and personal goals. Our high-touch, intrusive approach to advising is characterized by deliberate, targeted interventions that have measurable outcomes to ensure student learning.

(a) Percent of New Students Participating in Advising Model Within First Year

All students (100%) participate in the advising model within their first year. Clover Park Entry Specialists meet with 100% of the students upon entry to provide them with an education plan and to map their first quarter. Thereafter, Program Advisors visit classrooms in every program quarterly, meeting with 100% of the students to provide them with education planning.

(b) Intrusive and Mandatory Advising

Clover Park's advising model deliberately includes some **mandatory** advising activities:

- **Academic Warning/Satisfactory Progress.** Each quarter, Program Advisors receive a list of students who are not making satisfactory academic progress and/or are on academic warning. Program Advisors set up individual meetings with these students to discuss concerns/obstacles and develop a plan for future academic success. Mechanism for ensuring mandatory policy enacted: Students are not able to register for the following quarter until they meet with an advisor.
- **Course/Program Withdrawals.** Any student who wishes to withdraw from a class or program must meet with a Program Advisor to discuss the reason for the withdrawal and the impacts withdrawal will have on their financial aid and academic progress. Mechanism for ensuring mandatory policy enacted: The withdrawal function is unavailable to students on their own.

Clover Park's advising model deliberately includes some **intrusive** advising activities:

- **Program Visits.** Advisors are assigned to specific programs. Each Program Advisor becomes an expert in their suite of programs, visiting them a minimum of twice per quarter. During these classroom visits, Program Advisors review education plans, remind students about important upcoming dates (e.g., registration and financial aid deadlines), connect students to college and community resources, and consult with faculty about students they are concerned about.
- **Early Alert Follow Up.** Throughout the quarter, faculty can flag students enrolled in their courses for academic concerns (e.g., low participation, poor attendance, low scores, missed assignments, and risk of failure). Program Advisors contact and/or meet with flagged students to discuss their challenges in the program and develop solutions to those challenges.
- **Group Registration.** Program Advisors partner with the Enrollment Services Office to visit programs at mid-quarter to register them as a cohort for the following quarter. The Enrollment Services Office provides guidance on registering and degree audits, while Program Advisors answer student questions about academic progress and education planning.

- **Calling Campaigns.** At the end of each quarter, a list of all students who have not registered for the following quarter and students at risk of being dropped for non-payment is generated. Program Advisors assist in calling these students, answering their questions, and offering them support and resources.

Clover Park is prepared to make more aspects of intake and advising mandatory and prescriptive.

(c) Advising Takes Place on Campus

Student advising takes place on Clover Park's two campuses. Students can drop in or schedule an appointment at our Advising Center. Program Advisors visit students' classrooms to facilitate group registrations and follow-up on academic warnings and Early Alert flags. Program Advisors are expected to spend quality time out of their offices in their assigned programs to support the proactive, high-touch approach of the advising model.

(d) Faculty and Staff Involvement

Using cross-department collaboration, Program Advisors work with faculty and staff to design and implement targeted interventions aimed at supporting students' academic progress toward their goals. Faculty consult with Program Advisors regarding students they are concerned about, participate in Early Alert, schedule times for Program Advisors to visit classrooms, and refine education plans. Program Advisors work with Financial Aid and Enrollment Services staff to generate academic warning and satisfactory academic progress lists and assist in group registration.

(e) Time Dedicated to Advising on Campus

Clover Park's five full-time Program Advisors are on campus 8 a.m. to 5 p.m. Monday through Friday. Each Program Advisor is assigned to advise approximately 483 students through scheduled and drop-in appointments, classroom visits, phone calls, emails, and consultation with faculty and staff regarding students. Each Program Advisor staff one on-campus drop-in day per week and is focused on advising and is only required to attend two three-hour recruiting events annually.

QUESTION 7.

Clover Park anticipates that further enhancements to our intake and advising practices will be included in our Guided Pathways work, including:

- Simplifying intake/enrollment by removing barriers and improving processes, systems, and collaboration among offices.
- Making orientation mandatory.
- Implementing new multiple measures of placement (e.g., ACT scores, SAT scores, CASAS post-tests, GED scores, high school transcripts/grade point average, and the Smarter Balanced Assessment).
- Helping students choose a Meta Major and enroll in a program of study more quickly.
- Increasing faculty participation in Early Alert.
- Creating dashboards to better monitor student progress relative to their academic plan.
- Consistent collection of student feedback and monitoring of student learning outcomes throughout intake and advising processes.

QUESTION 8.

Current Placement Practices for Math & English

Clover Park currently assesses a student's ability to be successful in math and English courses via the Accuplacer Assessment, evaluation of transfer credit, placement reciprocity, and the Smarter Balanced Assessment.

	2017	ABE ENG	ENG 82	ENG 94	ENG 101	ABE MATH	MAT 82	MAT 91	MAT 100+
Accuplacer	50.9%	51.5%	83.5%	88.9%	10.7%	39.8%	87.4%	71.6%	43.6%
Transfer	40.3%	41.4%	11.8%	7.7%	77.3%	53.0%	9.0%	19.4%	50.7%
Placement Reciprocity	5.9%	5.7%	4.7%	3.5%	6.3%	4.7%	3.6%	9.0%	5.5%
Smarter Balanced	2.8%	1.5%	0.0%	0.0%	5.8%	2.5%	0.0%	0.0%	0.2%

Changes to Placement Policy or Practice in Past 5 Years

With ACT's decision to sunset the COMPASS Assessment, Clover Park on-boarded the Accuplacer Assessment in 2016 as a temporary measure to assess and establish placement of students into math and English courses. During the transition from COMPASS to Accuplacer, faculty and staff began researching alternative methods of placement. Based on research around best practices in placement and based on the Community College Research Center (CCRC) at Columbia University data-based finding in 2012 that Accuplacer was not the best predictor of success in math and English, Clover Park participated in Placement 360 (a statewide initiative around multiple measures) in Summer 2017.

As a result of participation in Placement 360 and Clover Park independent research, our faculty and staff developed a vision and one-year Multiple Measures Work Plan. Our placement vision is: (1) Measures should be varied; (2) Measures should be innovative (directed self-placement, contextualized math & English courses, brush-ups); and (3) Measures should be free, fast, accurate, and a low-stress for students.

Clover Park has made significant progress on the Multiple Measures Work Plan. In Fall 2017, we began developing a directed self-placement instrument to be used to assess and place students into English courses. By November 2017, we will implement approximately six new placement measures, including ACT scores, SAT scores, CASAS post-tests, GED scores, high school transcripts/grade point average, and the Smarter Balanced Assessment. We are in the process of researching cost-free (to the student) alternatives to Accuplacer for math for non-traditional students.

Data Describing Effectiveness

The changes we have made to placement were implemented last year and we do not have adequate data to determine effectiveness yet. Additionally, this was part of a temporary solution to a long-term assessment strategy; it is a bridge to get us to the goal of assessments that are free, fast, accurate, and low-stress for students.

QUESTION 9.

Over the past five years, the percentage of students who earn college-level math within one year of enrollment has remained fairly constant:

Academic Year	# of New Degree-Seeking Students	Completed College-Level Math Within 1 Year of Enrollment	
		# of Students	% of Students
2012-2013	795	135	17%
2013-2014	794	132	17%
2014-2015	870	162	19%
2015-2016	874	150	17%
2016-2017	631	100	16%

a. Reforms Implemented to This Point

In Fall 2012, our participation in *Achieving the Dream* influenced us to implement self-paced developmental math courses as a reform measure aimed at increasing the percentage of students who earn college-level math within one year of enrollment and closing the equity gap. Students in self-paced developmental math courses can complete up to three courses of developmental math in a single

quarter, moving as quickly as they can complete the work and demonstrate proficiency. We expanded this program in 2015, making 10 sections available each quarter. Not seeing the expected increase in the percentage of students earning college-level math within one year of enrollment as a result of the implementation of self-paced developmental math, we are planning to develop co-requisite math courses; we describe this in our response to question 9.b, below.

b. Changes Anticipated to Increase Percentage of Students Earning College-Level Math Within 1 Year

Clover Park anticipates making the following changes to the structure of developmental education to facilitate successful implementation of Guided Pathways and increase the percentage of students who earn college-level math within a year of enrollment to at least 50%:

1. Ending the requirement that students must progress through Math 094 before enrolling in Math 111. Instead, we will create a co-requisite developmental education course for Math 111 (*Math for Cosmetologists and Estheticians*), a contextualized math course, that will be offered starting in Spring 2018. The co-requisite developmental education course will be mandatory for students assessing below college level. We expect Math 111 to result in increases in Fall-to-Fall retention, quarter-to-quarter persistence, and completion of college-level math within a year of enrollment.
2. Ending the requirement that students who assess below college level take up to a year of developmental math (algebraic math pathway) prior to enrolling in college-level math courses, unless it is required by an outside accrediting body (e.g., the nursing program). Instead, we will create three additional co-requisite developmental education courses that will be paired with Math&107 (*Math in Society*), Math&141 (*Pre-Calculus*), and Math&146 (*Statistics*). We have plans to implement these three courses 2018-2020.
3. Contextualizing the developmental math courses that are required for each Meta Major identified in Clover Park's Guided Pathways Strategic Plan; we plan to start with Math 091.

Clover Park is committed to eliminating the requirement that students assessing below college level must complete developmental math courses before enrolling in college-level math courses. We plan to accomplish this over the next four years through the development and implementation of co-requisite, contextualized math pathways.

QUESTION 10.

Alternative Math Pathway to Pre-Calculus

Clover Park does not currently offer an alternative math pathway to pre-calculus. However, as explained in our response to question 9.b, we have begun the planning needed to accomplish this and have a timeline for implementation.

Scale

Clover Park does not currently offer an alternative math pathway to pre-calculus. However, in 2019, we plan to implement an alternative math pathway to pre-calculus, achieving scale within one year of implementation, with scale being all Clover Park students within the applicable program.

Programs Utilizing Non-Algebraic Math Pathway

Currently, none of Clover Park's programs utilize a non-algebraic math pathway. However, as explained in our response to question 9.b, in Spring 2018 the Cosmetology and Esthetic Sciences programs will begin offering a non-algebraic math pathway, with other programs following suit over the next two years.

QUESTION 11.

Align Learning Outcomes with Requirements for Success in Post-Program Education and Employment

Clover Park aligns learning outcomes with requirements for success in post-program education and employment through the use of Advisory Boards, program-level accrediting and approval bodies, and industry surveys.

- **Advisory Boards.** As a technical college, Clover Park is required to have Advisory Boards for each program we offer and they meet twice a year. These Advisory Boards are made up of industry professionals who advise program faculty on issues related to curriculum, current hiring trends, the skills their industry needs, and current industry expectations and standards.
- **Program-Level Accrediting Bodies.** In addition to the regional accreditation Clover Park has by the Northwest Commission on Colleges and Universities (NWCCU), several of our programs are required to go through program-level accreditation: **Automotive Technician** (National Automotive Technicians Educational Foundation), **Dental Assistant** (American Dental Association), **Medical Assistant** (Commission on the Accreditation of Allied Health Education Programs [probationary]), **Surgical Technology** (Commission on the Accreditation of Allied Health Education Programs), **Medical Histology Technician** and **Medical Laboratory Technician** (National Accrediting Agency for Clinical Laboratory Sciences), **Pharmacy Technician** (American Society of Health System Pharmacists), and **Professional Pilot** (Federal Aviation Administration). Additionally, some of our programs operate under the approval and oversight of national or state oversight agencies: **Aviation Maintenance Technician** (Federal Aviation Administration), **Cosmetology** and **Esthetic Sciences** (Washington State Department of Licensing), **Massage Studies** (Washington State Department of Health), and **Nursing** (Washington State Nursing Care Quality Assurance Commission).
- **Industry Surveys.** Clover Park program faculty send program-specific surveys to employers in their industry to get feedback on the job performance of recent Clover Park graduates and input on curricula refinements needed to improve student abilities and job readiness.

Specific Example – Advisory Boards

Earlier this year, the Advisory Board for Clover Park's Medical Histology Technician program advised our Histology faculty member that the industry is transitioning from manual microscopes to digital microscopes. The Advisory Board explained that the Sakura VisionTek, a live digital microscope, was becoming an essential piece of equipment in histology labs nationwide because it dramatically speeds up the time it takes to make a diagnosis and facilitates remote consultations (second opinions). Acting on the Advisory Board's recommendation, our Histology department secured \$86,000 in private foundation grant funding to purchase and install a VisionTek digital microscope in Clover Park's histology lab, ensuring our program's learning outcomes would directly align to industry expectations. In this example, by acting on the Advisory Board's advice and recommendation, our Medical Histology Technician program expanded instruction, modified its curriculum, increased hands-on training opportunities, and improved the preparation of our histology students for employment.

Specific Example – Program-Level Approval Bodies

Many of Clover Park's programs are required to go through program-level accreditation and/or approval. For example, all of our nursing programs (*Registered Nurse Option Degree [Associate Degree in Nursing]*, *Associate in Pre-Nursing Degree*, *Nursing Assistant Certificate*, *Nursing Assistant Certificate [I-Best]*, and *Practical Nursing Certificate*) go through the Washington State Nursing Care Quality Assurance Commission approval process, which is a state-level, program-specific approval process led by industry professionals. The Washington State Nursing Care Quality Assurance Commission dictates what must be included in our nursing programs and provides regular oversight of our program via reports and site visits, to ensure we are aligning the learning outcomes of our nursing programs with the industry's

needs. Currently, Clover Park’s Registered Nurse program is pursuing national-level accreditation from the National League for Nursing Commission for Nursing Education Accreditation.

Specific Example – Industry Surveys

Clover Park’s Medical Assisting and Surgical Technology programs send industry surveys to employers as part of their accreditation process. The surveys are created by their accrediting body, the Commission on the Accreditation of Allied Health Education Programs.

QUESTION 12.

Commitment

If selected to receive funding, Clover Park commits to improving ways to track and measure early progress measures that assess the extent to which Guided Pathways elements are being implemented at scale, with scale being all Clover Park students.

Tools in Place



In Spring 2016, Clover Park invested \$150,000 in Tableau, the premier visual analytics software. Tableau allows us to quickly analyze data to help set priorities and inform strategic decisions. Tableau was selected, in part, because it is the tool that is being used by other members of the SBCTC, including Pierce College, and has demonstrated success tracking Meta Major enrollments and monitoring student success outcomes. The flexibility of Tableau gives researchers the ability to extract and track student measures by program entry, college credits earned, and completion rates in courses or programs.

As we brought Tableau on board, we created a DataMart, a server that has all of the Washington State Board’s tables and visualizes them into dashboards. The DataMart connects to the Washington State Community and Technical College’s Data Warehouse tables through a Tableau server. This connection allows Clover Park to extract and upload data files from the Washington State Community and Technical College’s Data Warehouse into a set of pre-designed visualization dashboards to monitor the number of students admitted to a program of study and the number of students who earn college-level credit within a program of study by quarter and by year.

In 2015-2016, Clover Park collaborated with Decisive Data to produce dashboards to track student success measures, including completion characteristics and award types by program, Fall-to-Fall retention rates, course performance, job placement, and demographic characteristics. Clover Park uses these dashboards to disaggregate data on such measures as ethnicity, socioeconomic status, age, and gender. We are currently developing new dashboards to track program entry within one or two quarters of study and track the percentage of college credits earned within the first year. We are committed to continuing to find ways to track and measure our metrics.

Clover Park’s Tableau Data Dashboards

1. Student Profile
2. FTE Profile by Program
3. Annual & Quarterly FTEs
4. Top High Schools Attended
5. Race and Ethnicity
6. Enrollment by Fund Source
7. Course Performance
8. Course Delivery
9. Completions
10. Completions by Program
11. 3-Year Completion Rates
12. 3-Year Completion Rates by Program
13. Retention: Fall to Fall
14. Student Achievement Points
15. Achievement Post per Student
16. Job Placement and Wage Estimates by Program

<http://www.cptc.edu/institutional-effectiveness/data-dashboards>

QUESTION 13.

Clover Park Technical College’s primary contact for this application is **Tawny Dotson, Vice President for Strategic Development and Clover Park Technical College Foundation Executive Director**. Ms. Dotson can be reached at **253-589-6048** and Tawny.Dotson@cptc.edu.



COLLEGE PARTICIPATION AGREEMENT 2017-18 Guided Pathways Initiative

On behalf of Clover Park Technical College I confirm that the information contained in this application for College Spark Guided Pathways funding is true and accurate and I affirm our decision to abide by the following commitments:

- 1) I understand and agree that participation in this Guided Pathways Initiative involves specific and serious commitments
- 2) I am committed to institution-wide implementation of Guided Pathways at scale for all students as described in the first two pages of the Request for Application. I understand that doing so will require the following:
 - a. Redesigning and making systemic changes to student intake (assessment, advising, orientation, registration, class scheduling); academic programs; student supports; curriculum; and instruction.
 - b. Conducting a critical review of the extent to which the college's academic programs provide a clear and educationally coherent pathway for students to further their education and/or directly lead to jobs in fields of economic importance to our college's service area. This work will necessitate the aligning of curriculum and mapping program outcomes to both bachelor's degrees and the labor market
 - c. Requiring students to choose a Meta Major upon enrollment and a Program of Study within two quarters of enrollment; providing students with default course enrollment and consistent scheduling, and instituting intrusive advising and student supports that support progression and completion.
 - d. Reconfiguring developmental education to ensure that at least 50% of degree-seeking students will be able to complete college-level math and English courses in their first year by implementing strategies that allow underprepared students to enroll directly into college-level gate-keeper courses with additional supports; and, for students who need a prerequisite approach, redesigning developmental education to be a contextualized onramp to Programs of Study.
 - e. Developing and offering multiple math pathways aligned with Meta Majors and where possible contextualized to programs of study.
 - f. Streamlining curricula, which may result in a reduction of the credit hours students must complete for degree attainment. (This is not intended to reduce staffing levels but rather to align all courses with established Programs of Studies and their related program maps within a Meta Major.)
- 3) I understand that pathways reforms will involve more structure and prescription for students.
- 4) I will oversee implementation of Guided Pathways with support from a senior cabinet officer, who will also serve as the primary institutional contact person for work related to this grant. I will ensure the planning and execution of college-wide engagement in Guided Pathways design and implementation; needed and timely professional development for faculty, staff, and college leaders; and needed and timely technical assistance in the work. I understand successful implementation of Guided Pathways requires broad engagement of staff and faculty in the development, implementation, and refinement of all aspects of Guided Pathways.
- 5) I will ensure that we participate fully in the initiative evaluation, which will focus on continuous improvement, a learning agenda and measurement of Guided Pathways impact.
- 6) A team from my college will attend initiative workshops up to four times a year. The appropriate composition of our college team may vary depending on the subject of these meetings. I understand that our team may be asked to take steps to prepare for these workshops and we are committed to doing so.

- 7) Our college will complete a five-year work plan during the first year of the grant and submit periodic grant reports (not more than 2 per year) from 2019-2023. This reporting will include grant budget reporting, progress reporting on implementation, data on early progress/implementation measures, and analysis of student outcome metrics provided by SBCTC.

J. Stveday

10-16-17

Signature of President (may be electronic)

Date

College Spark/SBCTC Guided Pathways Initiative Cohort Two

College Name: Clover Park Technical College

SUGGESTED BUDGET CATEGORIES

	Year 1 Budget 2018-2019	Year 1 Expenditures	Year 1 Rollover	Year 1 Rollover Realigned	Year 2 Budget 2019-2020	Year 2 Budget + Rollover	Year 2 Expenditures	Year 2 Rollover	Year 2 Rollover Realigned	Year 3 Budget 2020-2021	Year 3 Budget + Rollover	Year 3 Expenditures	Year 3 Rollover	Year 3 Rollover Realigned	Year 4 Budget 2021-2022	Year 4 Budget + Rollover	Year 4 Expenditures	Year 4 Rollover	Year 4 Rollover Realigned	Year 5 Budget 2022-2023	Year 5 Budget + Rollover	Year 5 Expenditures	Year 5 Rollover	Year 5 Rollover Realigned
1 Direct Costs																								
Personnel Expenses																								
Salaries	40,000		40,000																					
Fringe Benefits	18,000		18,000																					
<i>SUBTOTAL: Personnel Expenses</i>	58,000	-	58,000	-																				
Other Direct Expenses																								
Materials and Supplies	9,500		9,500																					
Stipends for faculty/staff	15,000		15,000																					
Travel	7,500		7,500																					
Meetings/Conferences	7,500		7,500																					
Consultants			-																					
Evaluation	2,500		2,500																					
<i>SUBTOTAL: Other Direct Expenses</i>	42,000	-	42,000	-																				
2 GRAND TOTAL	100,000	-	100,000	-																				



October 24, 2017

Guided Pathways Initiative
RFA Selection Committee

To Whom It May Concern:

CPTC faculty have had opportunities to participate in the SBCTC Guided Pathway retreats, been updated on CPTC's Core Team efforts to implement through video updates, presentations at All Faculty and Staff meetings, been a part of college book clubs to read "Redesigning America's Community Colleges," and heard from Lisa Garcia-Hansen, SBCTC Director for Student Success, about how Guided Pathways can better support student success.

We recognize that a commitment to student success means we need to find ways to enhance our cohort model by allowing students a clear pathway to completion, including gateway courses, contextualized math, and mandatory advising.

We are committed to supporting the implementation efforts at CPTC as we work to shorten our students' journey from remedial/developmental math courses to college level math courses.

The time is right to redesign our educational plans for students to start them in general education courses sooner.

Our faculty members remain a strong voice in the process to implement Guided Pathways at CPTC and we support the full implementation of the model to increase student success.

Sincerely,

Elaine Holster
Faculty Union Co-President

Jennifer Whipple
Faculty Union Co-President



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October 16, 2017

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Mabel Edmonds

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To Whom It May Concern:

Subject: Guided Pathways Model

As a quality institution focused on the mission of Educating Tomorrow's Workforce, Clover Park Technical College (CPTC) has used the Guided Pathways (GP) philosophy for many years. We are excited to further expand the GP approach by improving the clarity of student pathways with program and degree maps, reducing or eliminating the pre-college general education sequence, and improving our intake and advising practices.

CPTC's Guided Pathways Core Team has made a concerted effort to facilitate conversations and activities designed to help our college community understand the impact Guided Pathways can have in improving student success. The College has trained and cultivated faculty and staff advocates, led book clubs, and provided resources and updates through video announcements and Board of Trustee presentations. We are now ready, with grant funding support, to commit to full implementation of Guided Pathways.

The Board of Trustees, having heard updates on the Guided Pathways model and its work at CPTC, endorse and support the College's efforts to fully implement the GP model.

Sincerely,

Lua Pritchard
Chair, Board of Trustees