**College Work Plan—SAMPLE**

*Source: Adapted with permission from Achieving the Dream, with collaboration from the Guildford Technical Community College Guilford Innovative Resources Corporation (GIRC) and JFF*

Purpose: This is a tool for the coach and the college to use to identify and document college plans for guided pathways implementation and reform work broadly. This workplan can help coaches and colleges determine areas of focus for their work together and map out actions and milestones to keep track of progress.

*This workplan is intended to be customized and modularized to support college goals. The coach and the college can decide together which parts of the work plan are most applicable and/or immediately important, or choose to work through the entire work plan.*

Framing Question:

These questions can help coaches understand how colleges determine strategic priorities and activities, and help provide information on how coaches can aid in the transformation process. The tables that follow are meant to provide space for the coach and college to work together to outline specific actions to move toward ultimate goals.

* How does the college identify activities and reform priorities?
* Does your Student Success Center have a published plan for implementing guided pathways statewide? If so, how does it influence your institution’s strategic priorities?
* Who comprises your institution’s guided pathways team, committee, or working group? (Essentially, who “does the work” on the college to implement guided pathways? How are these individuals engaged and how active are these individuals in the identification of strategic priorities? In other words, do they help chart the course for the institution, advise on priorities or activities, or are they charged exclusively with “getting it done”?)
* How are goals defined and measured in the short term (six months to a year) or long term (one year to five years)? Is there a strategic plan or other guiding document?

**SAMPLE COLLEGE WORK PLAN**

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| **1. Aligning feeder institutions (K-12 and Adult Basic Education [ABE]) and transfer/career pathways at entry** |
| **Essential practices:**  The college has clear alignment with feeder institutions/organizations (including K-12 and ABE) and transfer partners with career outcomes in mind. Students are provided a seamless pathway across educational sectors and are fully informed of options that provide the best outcome for completion. |
| **Framing questions:**   |  | | --- | | How does the college partner with local adult literacy programs to create seamless pathways for entry into curricular programs including preparing students for placement testing, career planning, and advising? |  |  | | --- | | How does the college partner with community based organizations to identify under-served students and to prepare them for entry into the institution, including placement testing, career planning, and advising? | | How does the college work collaboratively with dual-enrolled students to ensure credits transfer to the student’s end goals (technical career, associate’s degree, and/or bachelor’s degree)? |  |  | | --- | | Are there clear pathways (including articulated credit) for students from non-credit programs into credit programs? Please describe the pathways or how you might create them. | | What questions exist on the admissions application capture students' academic, transfer and career goals? If there aren’t any, what questions could be drafted to capture this information? | | Does your college have transfer pathways that align with the transfer institution and are they clear to students at the point of entry (e.g., curriculum guides detailing all four years to the bachelor’s degree, website information, etc.)? If no, what and how could these be created? | | How does your school communicate transfer pathways (2+2 and 3+1 agreements) to students from the beginning of their enrollment at your college to completion of the Bachelor’s Degree at the transfer institution? | |
| **What data do you need to plan this element?** |
| **How will you address equity in this element?** |
| **Outline priority actions we will take, including completion date and person responsible for each:**   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  | |

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| **2. Guided Pathways Four Pillars** |
| **Essential practices:**  2a. Clarify paths to student end goals:   * Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area. * Programs are organized by career cluster to allow exploration for undecided students. * Detailed information is provided on the college’s website on career clusters, employment, and further education opportunities targeted by each program * Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website. * Math and other core coursework are aligned to each program of study * All credential-seeking students will select a program of study within one to two terms. |
| **Framing Questions:**   |  | | --- | | What strategies does the college implement to build the new student’s sense of connection and belonging to the college at the  point of entry? | | What method does the college use to group all programs within a “meta-major” or “community of interest” format? | | Is there a common set of first year courses (default pathways) that satisfy requirements for all programs in each meta-major?  If none exist, what strategies will the college implement to accomplish default pathways? | | How does the admissions application capture students' academic, transfer and career goals including allowing undecided students to choose an exploratory major? | | How does the college assess and give credit for prior learning or work experience for students they transition to credit? | | What method does your college use to assess non-cognitive factors such as motivation, confidence or self-efficacy during intake? | | Are dual enrollment students expected to enter a meta-major/program of study? If not, do you think this is important and  how can this be accomplished? | |
| |  | | --- | | **Essential practices:**  2b. Help students get on a path   * Early career/transfer exploration is available to students * Use of multiple measures to assess students’ readiness * First year experiences to help students explore the field and choose a major * Integrated & contextualized academic support * All credential-seeking students will select a program of study within one to two terms. (Or 2a) | | **Framing Questions:**   |  | | --- | | How does your college embed career decision/counseling into the student experience and onboarding process? What help available for undecided students to reach a career decision? | | What multiple measures (high school transcript, motivation, etc.) does your college employ for placing students in credit courses? If none exist, what multiple measures could be implemented? | | Does college staff (advisors, counselors, deans, and/or department chairs) use consistent guidelines to grant placement exceptions and are the exceptions recorded in the student information or note-taking system? If no, why and how could this be accomplished? |  |  | | --- | | Are developmental education requirements structured to allow all students to complete remediation within their first year? If no, what redesign activities would need to occur to accomplish this? | | Are students allowed and encouraged to take program courses while completing their developmental education requirements? Why would this be important? | | Has your college explored and/or implemented co-requisite developmental education? If no, what would be the strategies to employ to make this happen? | | How does your college create a meaningful first year experience for students (i.e., first year experience course or programming)? | |  |  | | --- | | **Essential practices**  2c. Keep students on a path   * Ongoing intrusive advising * Systems are available for students to easily track their progress to completion * Systems and processes in place to identify under-served students and provide needed supports * Frequent feedback is available to students * Predictable scheduling enabling students to complete on time | | **Framing Questions:**   |  | | --- | | Are all new students required to meet with an advisor prior to registration? If no, how are new students supported at the point of registration and what strategies could be implemented to better support new students? | | How does the college assist students in developing an individualized academic plan detailing courses required to complete their  career goals? | | How does the college provide clear and coherent academic plans to all students (including part time, evening students, etc.) in all programs of study? | | Are courses offered in sequences where all students (part time, evening, etc.) are able to complete their program of study on time? If no, how could this be accomplished? | | What methods does the college us to notify students when they diverge from their academic plan? What interventions in place to get them back on track or help them select another major? Who from the college will intervene? | | What strategies or processes exist to provide early alerts to students? Are alerts issued throughout the term to support the student? | | What early alerts are provided to students to reinforce positive behavior as well as intervene when students are off track? | | What supports and interventions are in place for students who are placed on academic warning, probation or suspension? | |  |  | | --- | | **Essential practices**  2d. Ensure students are learning   * Program specific learning outcomes exist and are mapped by faculty * Project based and collaborative learning efforts * Applied learning experienced infused in every program * Faculty-led improvement of teaching practices * Field specific learning outcomes * Active Learning throughout * Field –relevant experiential learning | | |  | | --- | | **Framing Questions:** | | How does the college emphasize excellence in teaching and learning in its mission, vision, values and/or strategic plan? | | How do faculty systematically and regularly use evidence from student learning outcomes to improve instruction? | | Are course and/or program outcomes aligned with the institutional core competencies/general education outcomes? | | How does your college identify experiential educational opportunities available for all programs? | | How do faculty ensure content is consistent with and relevant to workforce needs? | | How does the college help students understand the necessary learning outcomes and educational experiences required to transfer  to a four-year institution with junior standing? | | How does ongoing professional development support faculty in effectively assessing student learning? | |   **What data do you need to plan this element?** |
| **How will you address equity in this element?**  Does the admissions application included questions that will identify student risk factors such as first generation, etc.? (2b)  Does the college examine the demographics of student enrollments by programs to identify potential inequities? (2d)  Are program and course outcomes disaggregated by student characteristics to identify possible inequities in outcomes? (2d)  Does the college provide a syllabus template to ensure that important information is transparent and consistent across all courses? (2d)  How do faculty infuse culturally responsive teaching and learning strategies in the classroom? (2d) |
| **Outline priority actions we will take including completion date and responsible person for each:**  2a. Clarify paths to student end goals   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  |   2b. Help students get on a path   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  |   2c. Keep students on a path   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  |   2d. Ensure students are learning   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  | |

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| **3. Financial Aid & Financial Stability** |
| **Essential practice**  Students are encouraged and provided assistance in completing the FAFSA and the school routinely communicates and provides an awareness of  the financial aid regulations regarding Pell Grant time limits, loan limits, and debt accumulation. Students are also connected to resources to meet day-to-day needs such as food, housing, transportation, childcare, and mental health services to strengthen their financial stability. |
| **Framing questions:**   |  | | --- | | Are advisors and onboarding staff trained on basic financial aid (Pell Grants and Student Loans) and payment information in an effort to encourage all students to complete the FAFSA? | | How does the college encourage completion of the FAFSA for all students? | | How does the college educate students and help them understand the impact of borrowing and the long term implications of accumulating debt? | | How often does the college communicate to students the amount of accumulated aggregate loan debt and Pell Lifetime eligibility units remaining? |  |  | | --- | | What methods are used to proactively provide students information about the availability of public assistance and community resources? Whose responsibility is this and where should it or does it occur at the college? | | What types of emergency aid and additional financial services (other than state and federal financial aid) does your college provide to support students in emergency situations? | | How are supportive services communicated to students? Does this reach all student types and are there other avenues for communicating this information? | | How will the college ensure that it is supporting students’ ongoing financial stability needs (housing, nutrition, transportation, childcare, healthcare, etc.) that directly support the student attendance, progress and completion? | |
| **What data do you need to plan this element?** |
| **How should equity be intentionally addressed?** |
| **Outline priority actions you will take, including completion date and person responsible for each.**   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  | |

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| **4.** **Faculty and staff (full and part time) engagement** |
| **Essential practice**  Faculty and staff are engaged in developing, implementing, and refining each guided pathways element including but not limited to degree/program maps and integrated supports. Cross-college, cross-division and cross-function engagement is essential to change. |
| **Framing questions:**   |  | | --- | | How do faculty drive the process of assessing student learning outcomes? | | How do faculty refine program outcomes? Does this including assessing and eliminating redundancies in learning outcomes? | | How do faculty/staff review programs to ensure that program requirements are delivered in the fewest number of credit hours? | | How do faculty/staff develop alternative program schedules for students attending part-time and/or year-round? | | How do advisors ensure that students complete pre-requisites prior to enrolling in a course? | | How do advisors encourage students to enter into a program of study? | | How do advisors track student progress on an academic plan? | |
| **What data do you need to plan this element?** |
| **How will you address equity in this element?** |
| **Outline priority actions we will take, including completion date and person responsible for each:**   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  | |

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| **5.** **Communication: external and internal communities including students** |
| **Essential practices:**  There is a college-wide understanding of the guided pathways. Students can easily find consistent and accurate information on programs of study linked to transfer options and career information through various avenues. Campus personnel provide consistent information to students and have a clear understanding of guided pathways that is similar across roles and positions. |
| **Framing questions:**   |  | | --- | |  | |  | |  | |  | |  | |  | |
| **What data do you need to plan this element?** |
| **How will you address equity in this element?**    Does the college routinely examine the demographic characteristics of the student body to determine if underserved students are represented?  Does your college include a statement of commitment to equity in its strategic plan or institutional mission?  Does your college have policies and practices in place to promote equity?  Does your college ensure that support services (Financial Aid, Advising, Tutoring, etc.) are available for students when they are on campus, including evening and weekends? |
| **Outline priority actions we will take, including completion date and person responsible for each:**   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  | |

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| **6. Advancement (Career and Transfer)** |
| **Essential practice**  Systems/procedures are in place for students and colleges to track mastery of learning outcomes that lead to credentials, transfer, and/or employment. Collaborations exist among transfer partners and business/industry to ensure programs are aligned with junior standing at four-year institutions and workforce needs in the region. |
| **Framing questions:**   |  | | --- | | How does the college periodically assess the labor market value of the credentials it offers? | | Do college staff (advisors, career specialists, faculty, etc.) use job placement information for student advising? | | How does the college structure technical program pathways to allow students to reach intermediate milestones such as short-term credentials or certifications? | | How does the college track job placement and wage data by CTE programs? General education/Transfer programs? | | How do academic plans for students align with transfer institutions in an effort to reduce unnecessary credit? | | What recruiting and outreach partnerships exist with transfer institutions? | | In what ways do transfer/CTE programs align with articulation agreements with target institutions? | | How does the college make transfer pathways clear for students (e.g. curriculum guides that align with four years, website, etc.)? | |
| **What data do you need to plan this element?** |
| **How will you address equity in this element?** |
| **Outline priority actions we will take, including completion date and person responsible for each:**   |  |  |  |  | | --- | --- | --- | --- | | **Timeframe** | **Action** | **Responsible Party** | **Completion Date** | | **3 months** |  |  |  | | **6 months** |  |  |  | | **12 months** |  |  |  | | **18 months** |  |  |  | |