

**College Spark Washington Guided Pathways Initiative
2018 Progress Report**

South Seattle College, Cohort #1

May 15, 2018

1. *Some of the major focus areas from the 2019 work plan review include designing exploratory sequences, completing degree maps, developing intake and advising redesign plans, and finalizing communication & technology plans. **What are some of the challenges you experienced in these areas? What went especially well?***

Challenges:

- South's budget crisis was a challenge not directly related to Guided Pathways, but significantly impactful and dwarfed other challenges specific to Guided Pathways implementation work. Addressing the budget issues took a lot of time, energy, and attention away from Guided Pathways, but despite that we made accomplishments this year and stayed on track with the College Spark work plan.
- Throughout the 1718 AY, South has been leading the GP work with an interim president and interim vice president of instruction. Progress has been made, but has had its challenges given the current temporary leadership structure.
- Figuring out how to engage in the work, specifically defining what needs to be done to define exploratory sequence.
- Delay in establishing our meta-majors or "Areas of Study", which has delayed progress on other initiatives.
- Absence of technology – earlier adoption of certain technologies could have enhanced redesign work. Future colleges could benefit from a technology readiness assessment.
- Still work to be done breaking down silos of work and coordination across units
- There is lots of work going on around campus which needs to be better coordinated.
- Delays in ability to redesign and relaunch South's website
Now that areas of study are defined, need to decide which programs are associated with each AOS.
- Building an annual schedule process connected to program maps without technology
- Advising and its redesign efforts have been hampered by lack of technology.
- We've struggled to implement a college success course due in part to historical course offerings, we also might encounter additional challenge when we figure out who gets to teach it and how it is funded
- There are successes in pockets around campus and it is challenging to align and coordinate efforts and bring them to scale campus wide,
- It is a challenge to make a cultural shift to move to institution wide solutions to improve equity for all, but how do we make sure that needs of special populations are also met (example: TRIO or BTS students),

- Faculty contracts which do not allow for faculty advising and put strict parameters on their work
- First Year Experience may not be the same for all students (example: HDC, Pivot Point) and how do we navigate intentionally

What went well:

- Support from District office to lead a process and committee to identify a new student retention technology by spring 2018 and bring on-line by fall 2019.
- Agreed district wide to “Areas of Study” (meta-majors)
- Colleges to Career website built for prof/tech programs, need to build it for transfer programs.
- Academic Transfer division established and defined 21 programs in their mapping process
- Most degree maps are completed and will be ready to utilize this fall
- Continue to make progress communicating about Guided Pathways and South’s redesign efforts. College wide meetings and opportunities for engagement have seen strong attendance.
- Silver lining of the budget crisis has helped us streamline the work and be intentional and efficient in our approach.
- Many assumed it would be easier for prof tech to map their programs and academic transfer would struggle but the work has gone relatively quickly
- We are using a more data driven decisions process and disaggregating the data.
- Bringing campus community together – helping break down silos and facilitate greater engagement between units

2. *Two years into the College Spark Guided Pathways Initiative, you’ve worked to develop plans for some Guided Pathways Essential Practices and begun implementing others. **Reflecting on what you’ve learned so far, what parts of Guided Pathways seem especially practical, valuable and useful to students? Are there aspects of the Guided Pathways model that aren’t working very well yet? What needs to be changed or augmented to make them work better? What’s missing from the Guided Pathways model that you’d like to see added?***

Practical & Valuable to students

- We have seen some silos begin to break down on campus and we now have a broader and better understanding of what colleagues do on campus. It is helping students because this understanding helps us to make better referrals.
- Value of program maps for recruiting students; suggestion to add a cost comparison for us vs. universities to program maps to show value of cc.
- Moving forward making more data informed decisions aimed at student success and ensuring data is dis-aggregated
- Essential practices around equity, diversity and inclusion. We’ve shifted focus in address EDI challenges and using GP redesigns and mechanisms to achieve EDI goals.

What is not working well yet?

- Did shortening registration window from 10 days after quarter to only 5 days' work? Are students completing their classes at a better rate? What are the outcomes of this change?
- We are on the cusp to roll out student facing components (program maps, website, informational materials)
- Timing of technology adoption not working well – earlier adoption of new technology would help push some of the other efforts – i.e. program mapping, course scheduling, early alert, milestone communication, etc.
- Challenge of serving a variety of students with different needs and entering the college at different levels
- Being the only college in a district pursuing Guided Pathways redesigns with a relatively new Chancellor who is leading us to achieve greater alignment
- We have challenges with how many populations we serve – how do we create a system to meet so many disparate needs? (e.g. –we have identified 37 unique enrollment pathways.)

Changes needed

- Scale up referral process to mitigate students getting bounce around and frustrated. Technology will help with this to a degree.
- Biggest barrier for students has been difficulty navigating the college. We often hear “I couldn't figure out how to do (X), so I just gave up”
- Exploratory course sequences will need to be vetted at a district level if we embed these courses in programs. Need to consider Financial Aid process and timeline for adding required courses to a program/degree.
- Our jargon is a challenge for some cultural groups, we need to ensure we are delivering information and messages in a way that can be understood.
- Signage around campus and in buildings needs to be better and clearer.

What is missing from GP model?

- No consideration in the Guided Pathways model around how Financial Aid and Federal regulations impact student success, development of programs and student program choice
- Missing – intentional connection with ESL/ABE to program maps. Maps also skew toward traditional full-time student, more focus needed on part-time student needs
- Signage around campus and in buildings needs to be better and clearer.
- Guided Pathway model needs essential practices around equity – best practices, demonstrate student experience in an equitable model.
- Recommended sequencing of GP work, establishing a framework to identify what generally needs to happen in order to best facilitate GP redesign efforts

