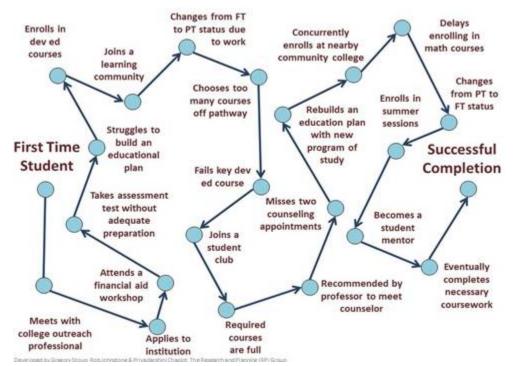


May 2017 Guided Pathways Update



Guided Pathways for Student Success (GPSS)

Graduation is just around the corner, and we'll be celebrating over 850 South students earning a degree or certificate this year. It's a celebrated completion from a journey which, for some of our students, might have started 4 or 5 years ago and featured numerous twists and turns like the ones in the graphic to the left.

Helping students complete in a shorter period of time, with

fewer detours and less expense, is a key reason that South is adopting the Guided Pathways model. Whether it's by contextualizing curriculum to career cluster, integrating EdPlans into DevEnglish curriculum, or removing barriers to help a student complete, every one of us can help smooth the pathway to graduation.

Where do you fit on the path? And, what do you want to know about Guided Pathways to help you plug in? Talk with a member of the guiding team or email us here, and keep an eye out for campus Guided Pathways activities. And, see you at Safeco Field on June 16!

Progress Update: Helping Students Stay on the Path

Retention and Completion Coaches are here to stay! The Project Finish Line team, led by Erin Barzen, has just finished its official grant period, with great results: more than 540 students have been served, 138 have completed (!) and there are 130 new students from this quarter alone, many of whom have graduation applications pending! Even more exciting: the project achieved equity in completions. According to the external evaluator, there were no statistically significant differences among populations served. Thanks to the pilot's success, South Retention and Completion Coaches are continuing their good work and bringing the success strategies to all corners of the campus community. In general, these coaches are charged with focusing on students with 60+ credits in any program. They contact students to find out why they didn't re-enroll, and then they work with them to remove barriers, access resources, complete paperwork, and walk proudly across the graduation stage. Through calling campaigns, class presentations, and coordination with TRiO, Financial Aid, and WorkSource, just to name a few of the multiple partnerships, the Retention and Completion Coaches help students get back on the path and stay on the path. Kudos to Erin Barzen, Megan Nord, Becca Abeles, and Julius Lloyd.



Block Scheduling is coming to the Academic Transfer division this Fall: A key practice in the GPSS model is establishing predictable course schedules so that students (and the institution) can arrange work and family obligations around school and everyone—including the college itself—can plan ahead. The faculty program coordinators in Academic Transfer developed several scheduling options, which they presented for a faculty vote. The Deans met with representatives from Student Government, Instructional Council, and Student Services to garner input and anticipate potential drawbacks. The result? Staring Fall Quarter, courses will meet either four or two days a week, Monday-Thursday, and Fridays will be open for faculty meetings, committee collaboration, professional development, and other non-instructional work. Updated scheduling will be reflected in the online class schedule.

Pierce College shares its model for scaling College Success courses: Research on student success indicates that students who take an orientation course upon enrollment in college complete their courses at higher rates, earn more total credits, maintain higher GPAs, and are more likely to persist and graduate—and there is some indication that the positive effects are particularly strong for under-represented minority students.* South typically runs one or two sections of an HDC (Human Development) course each quarter: the next step is to figure out how to create a scaled, affordable model so that the majority of first-time students will benefit. Guiding Team member Stephen Coates-White invited our colleagues from Pierce College to share the model that Pierce initiated in 2012, which has evolved into a program offering 50+ sections each quarter so that all students (with only a few exceptions) take it during their first or second quarter. Pierce has opted for a model where any faculty or staff with a master's degree is eligible to teach the course after completing a training workshop that covers the core curriculum and effective pedagogical approaches; there are currently 109 people in the instructor pool. South is looking at all models to determine how we will proceed. To learn more, contact Stephen Coates-White.

GPSS Monthly Quiz: (answers under signature line)

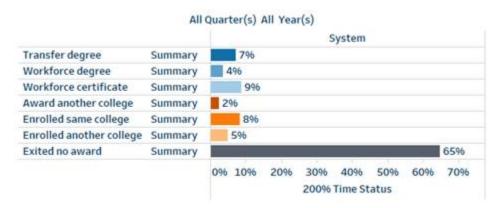
Data Point: Fall-to-fall retention—on average, what is the percentage of students who re-enroll for each quarter from Fall quarter of their first year to Fall quarter of their second?

GPS Term: What is a co-requisite?

- a) Someone who has earned two degrees.
- b) Introductory college-level courses that include additional supports, which allow for more students who would traditionally be placed in developmental courses to enroll—and succeed in—college coursework.
- c) Ways of measuring competency gained from outside (work or military) experience.
- d) A type of welding protocol used in the maritime industry.



200% Time Status



Here's the Data:

Last month's Quiz asked about Completion Rates. Here's the screenshot from the SBCTC data dashboard that shows, on average, that 20% of our students complete a transfer or workforce degree or certificate within four years of enrolling. If you're interested in these data dashboards or want to discuss the context of the numbers, contact Greg Dempsey.

Still to Come -A Guided Pathways resource web page will be completed in June—stay tuned!

*Derby, D.C., & Smith, T. (2004) An orientation course and community college retention. Community College *Journal of Research and Practice*, 28, 763-773.

Questions, comments, ideas? Contact the Guiding Team at SSCPathways@seattlecolleges.edu or chat with any of the team members.

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Elizabeth Pluhta
Rosie Rimando-Chareunsap
Ty Swenson
Gary Oertli
Veronica Wade
Rebecca Yedlin
Guided Pathways at South is a collective effort to culturally and systematically change the way our students interact and engage with the College. From prior to enrollment through completion, we are pursuing a strategic integration of our systems, services and instruction that will ultimately remove barriers and confusion, while

interact and engage with the College. From prior to enrollment through completion, we are pursuing a strategic integration of our systems, services and instruction that will ultimately remove barriers and confusion, while promoting an increase in retention, completion and the closing of achievement gaps among our students. Student's experiences will be heightened with tools, resources and supports that are clear, structured and defined that increase their success, development and achievement. Our students will know why they are here.... how we support.... and how to succeed.



Answers to Quiz:

- 1. 56%
- 2. B.