

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? Starting 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.

Joyce Allen

Erin Barzen

John Bowers

Jenn Brandon

Stephen Coates-White

Tara Compton

Stephanie Delaney

Greg Dempsey

Daniel Dillard

Heather Foss

Hana Gala

Ravi Gandham

Daniel Johnson

Jesse Knappenberger

Kathie Kwilinski

Tish Lopez

Peter Lortz

Linda Manning

Holly Moore

Wendy Nagasawa

Larry Reid, Larry

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 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.