



## Guided Pathways: May 2018 Newsletter

To emphasize the structure of [South's Guided Pathways redesign efforts](#) and the [structure of the Guiding Team](#), newsletters will be organized around the [four pillars of Guided Pathways](#) and focus on recent activities related to goals outlined by our [College Spark grant](#). Updates will also include a copy of approved minutes from the most recent Guiding Team meeting.

Before we get into this month's updates, here's a reminder of why taking on the Guided Pathways redesign is a worthwhile effort for our students:

*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.*

[For more, check out this video from the State Board for Community and Technical Colleges that does a nice job explaining the Guided Pathways basics.](#)

### Clarify the Path Pillar Updates

Leads: Kathie Kwilinski & Stephen Coates-White

Areas of Study (Meta-majors): The Guiding Team voted to adopt the District-wide recommendation for meta-majors. They also voted to call the meta-majors "Areas of Study". The eight Areas of Study for the Seattle Colleges are:

- Art, Design & Graphics
- Business & Accounting
- Culinary, Hospitality & Wine
- Education & Human Services
- Health & Medical
- Skilled Trades & Technical Training
- Science, Technology, Engineering & Math (S.T.E.M.)
- Social Sciences, Humanities & Languages

The next step is to identify which programs at South align with each Area of Study. The Vice President of Instruction, Laura Hopkins is preparing a recommendation for Guiding Team consideration at the June 12 meeting.



**Program Mapping:** All professional/technical programs have draft program maps and while some maps in academic programs are nearly final and many others are close. Student Services, in partnership with Instruction, plans to roll out some maps for use by students this fall as they are continually assessed and refined.

**Communication materials:** now that decisions about Areas of Study have been made, and decisions about programs within those areas are forthcoming, our Public Information Office in collaboration with the District Web Services are preparing a new website which will incorporate much of this new information. PIO is also planning printed outreach materials based on the Areas of Study.

### ***Help Students Choose & Enter a Path Pillar Updates***

Leads: Tish Lopez & Veronica Wade

**Intake & Onboarding Task Force:** The work of this committee is focusing on a broad environmental scan of different enrollment pathways based on the steps to enroll. Understanding differences in enrollment pathways will help the committee better meet the intake and onboarding needs of students based on their program, funding source, and specific program needs. The goal is to condense the multiple enrollment pathways into a handful of common pathways. Once those are developed a communication plan to effectively inform students can be drafted. The task force also plans to make financial aid and funding sources a more intentional part of the intake process.

**First Year Experience/College Success Course/Exploratory Sequence:** On April 6<sup>th</sup> South's College Spark Coaches, Diane Troyer and Rich Cummins helped facilitate activities and discussions around defining outcomes, milestones and other requirements of a First Year Experience at South. The Guiding Team will continue to build on that work and engage the campus to design an experience that provides a strong start for incoming students.

**College –Level English and Math within one year:** Math faculty have recommended and approved a priority list of math courses for each program and ensured they align with the Areas of Study. Math faculty are also continuing work to condense the Statway math option allowing students to achieve college level math more quickly. English faculty are working across the District to pilot a Directed Self Placement (DSP) tool in fall 2019. The Placement 360 committee is continuing its work toward better understanding placement issues at South and making recommendations that align with Guided Pathway goals.

### ***Help Students Stay on the Path Pillar Updates***

Leads: Daniel Johnson & Erin Barzen

**Advising Redesign:** The work of advising redesign has begun in earnest as the committee is meeting frequently this quarter to develop advising learning outcomes, define what “mandatory” advising means, explore how advising could be aligned by areas of study and/or programs, and how advising can support/facilitate student selection of an area of study and/or program within two quarters of



enrollment. Equity has been a strong focus of this work to ensure even under a mandatory advising framework, everyone is given access to the same opportunity and advising is aware of different needs based on historic and current lack of access to social, political and economic systems.

Technology Plan: The District-wide Technology committee is on track with its timeline to finalize a technology selection and begin to develop an implementation plan by the end of spring quarter 2018. Over the course of the next academic year the Seattle Colleges will begin to implement the new technology solution, and train faculty and staff how to use the new tools. These new tools will help keep students informed, connected to resources, and allow faculty and staff to better track and support students from entry to completion. By fall of 2019 students will begin to utilize the new technology solution.

Scheduling: Block scheduling of academic transfer courses continues to be assessed with focus on ensuring offerings are part-time student and worker friendly. Academic and Prof/Tech Deans are continuing to develop content for math, English and psychology that would be embedded within the curriculum of, and contextualized for, professional/technical programs instead of stand-alone general education courses.

### ***Ensure Students are Learning Pillar Updates***

Leads: Stephanie Delaney & Alison Pugh

This committee has two main areas of focus:

- This Pillar is continuing to assess Learning Outcomes at All Levels: student (college) > programs > courses
  - Committee Activity - Looking at our current processes in place for assessment and documentation of assessment at all levels. Are there comprehensive processes in place at all levels? Are we properly documenting assessment at all levels? If not, where are the gaps?
- Design/Delivery of Student Learning - we are looking at the following areas:
  - Design applied/experiential experiences throughout each pathway.
  - Promote discipline-appropriate strategies for active and collaborative learning, e.g. service learning projects, group projects.
  - Co-curricular activities
  - Committee Activity - There is good work going on in instruction in these areas, but we do not currently have a method of tracking this work. In fall quarter 2018, the committee will design a survey for faculty to better track and assess what is currently going on in the classroom in terms of innovative methods for effective delivery of student learning.



## Research and Data:

*This new section of the Guided Pathways newsletter is intended to provide regular updates and access to information, research and data that supports the national, state and local (South) Guided Pathways movement, trends, and efforts.*

South's commitment and involvement in the AACC and College SPARK Guided Pathways Initiatives have provided many opportunities for us to conduct research and produce reports based on grant requirements and objectives, and institutional need for decision making. Most recently for the College Spark grant, we were required to produce a report that addressed the following:

- 1. Please provide the number and percentage of credential seeking students that place into each level of pre-college and college-level math that is offered at your college. For each placement level, please also indicate what percentage of students go on to earn college-level math credit within 1 year, within 2 years, and ever. Please provide this data separately for transfer students and for workforce students.*
- 2. What are the implications for your Guided Pathways work and the expectation that a majority of students will earn college level math within their first year of enrollment? Please be specific about actions you think you need to take, and consider both instructional and student services components in your answer.*

In collaboration with the Math Faculty, The Office of Institutional Effectiveness, gathered data and information that resulted in the production of the attached report. The collaborative effort sparked further discussion on next steps regarding Math reform and placement methodologies and practices within the College. The Math Faculty continue to work with Senior Research Analyst, Cynthia Requa, to further analysis the data to determine next steps for improvement, etc.

For a full list of immediate actions and next steps based on the findings, please see page 8 of the attached report. The detail data on pages 4 – 7, provide a quick snap shot of outcomes disaggregated by workforce and transfer students. Note, the data on pages 6 and 7 are presented in a double axis chart where the red dot represents the number of students and the percentage of achievement is represented in the bar graph below the red dot. Further questions regarding the attached report and findings can be directed to [Cynthia Requa](#).

National and state-wide research reflect that students who complete college level math within their first year are more likely to persist and complete their program. Our Guided Pathways work at South will continue to focus on areas of reform and impact that will influence the number of students who achieve this milestone in the future.



## General Updates:

On May 15<sup>th</sup> the Guiding Team submitted two of three annual reports to College Spark. We updated our [5 year work plan](#), outlining our progress and plans in each area of redesign. We also submitted a [progress report](#) reflecting on successes and challenges over the last year. The last report to be submitted in July is a budget report detailing how we have used the grant funding to support Guided Pathway redesign efforts. The two reports linked above can be found, along with additional resources, on South's [Guided Pathways resources to learn more page](#).

On May 18<sup>th</sup> South hosted a site visit from Deena Heg and Bob Watrus, our College Spark Evaluators. They met with many staff and faculty involved in Guided Pathway initiatives to ask questions about how the work is going and get an honest assessment from those involved. Many thanks to those of you who made time to meet with the evaluators. Their past feedback and summary reports have been very helpful to our redesign process and feedback from this visit will be included in a future newsletter.

## Upcoming Events

- AACC Developmental Education with Pathways Institute, June 21 – 23, 2018 in Baltimore, MD
- Guiding Team Summer Retreat, July 18 - 19, 2018
- August 1 – 2, 2018: Guided Pathways Summer Cohort Retreat, Heathman Lodge, Vancouver, WA