

College Name: South Seattle College

As described in the 2018 Grant Amendment between South Seattle College and College Spark Washington, the next grant disbursement is scheduled for 2020.

The final reporting requirement for the 2019 year is the **year-end financial report**. This report should reflect spending to date, a budget for the coming year, the proposed allocation for any carry-over funds from the previous year; the report form is attached.

Work Plan Feedback

Thank-you for submitting a 2019 Guided Pathways (GP) Work Plan Update. Informal feedback on the 2019 work plan is provided below, with areas of strength or questions/concerns from the Review Committee noted. In future years, feedback will include a more formal assessment of the extent to which the Minimum Grant Requirements associated with each Essential Practice (EP) have been met.

Faculty and Staff Engagement

Members of the review committee noted that the college has made significant progress on faculty and staff engagement, effectively engaging faculty and student services staff in mapping, having over 100 involved in Guided Pathways related teams and workgroups, and developing a faculty co-lead structure. Several members also noted that the college had developed a good grasp on continuing gaps in engagement and is being thoughtful in how to expand meaningful engagement beyond these 100 individuals. For the next work plan update it will be important to describe some specific goals and strategies for expanding engagement beyond the current committees; this may be an area where Guided Pathways coaches can offer support. Additionally, while faculty don't play an advising role at South, we encourage the college to consider involving faculty in the advising redesign work, as they may have important input into this process and this would provide another opportunity for engagement.

Meta Majors and Program Maps

Review Committee feedback on this Essential practice (EP) was mostly positive, recognizing that the college has established meta majors with aligned programs of study within these and is moving toward establishment of a coding structure that will track students meta major and program of study choices, and integrating meta majors into the college website.

Exploratory Sequence

The Review Committee noted that the college has made progress on this EP, with program maps including a program of study content course early in the sequence and a clear process for moving toward First year Experience as the vehicle to foster exploration and program selection, but there were some concerns about the status of this EP.

Instead of developing a default exploratory course sequence for students who have selected a meta major/area of study but not a program of study, the college plans to have all students select a program map at enrollment, with programs designed in such a way that students will know early whether if the program is a good fit. While this is the approach some other cohort colleges are taking, for this to be effective there needs to be strong career exploration tools and systems in place help the majority of

students identify a good program match quickly and mandatory touchpoints where program choice is confirmed or students are helped to select a different pathway.

It's unclear how the college will specifically help students reach informed decisions about program of study selection. The work plan describes various exploration strategies such as career exploration in starfish, a FYE/student success course, and other resources or workshops, but it's unclear to what extent these supports will be provided at scale and mandatory.

For the 2020 work plan update, it will be important to provide a detailed description for how students will be supported in making an informed choice about programs of study, with specifics about the extent to which supports will be provided at scale and made mandatory, and how the college will identify students for whom their initial program selection was not a good fit and support these students in changing pathways.

Program Mapping

The review committee noted many strengths in this EP, including default starting course sequences across programs of study, maps for both pre-college and college-level starting points, program content courses included in the 1st/2nd quarter, and maps containing math and English early in course sequences.

Communication

Feedback on this EP was also positive, with Review Committee members noting plans to include GP information on meta majors and programs of study on the website summer 2019 (in coordination with the district) and a solid plan for communication provided in the work plan.

Technology

The review committee noted that the college has made significant progress on this EP, having purchased Starfish and being well underway with its implementation.

Intake

Feedback from the review committee on this EP was mixed. Members noted the new student experience framework and four phases as strengths, but there were many questions about how the college was approaching this EP. Specifically, it was unclear what all would be included in intake, which aspects would be mandatory, and how student would be helped with career exploration as part of intake. One reviewer noted that orientation would be mandatory, but was unclear on what would be included in this. Another noted that the action plan included a variety of tools and supports (web-based information, workshops, and other resources) but it was unclear whether these would be provided at scale and made mandatory. Additionally, a key component of this EP is developing a process for ensuring all students select an area of study upon enrollment and program of study in two quarters, and that all students have an education plan based on a program map; it was unclear how the college would accomplish these requirements and who (position, department, or committee) at the college will be responsible for ensuring these supports and decisions take place and are tracked.

While it was clear that attention has been paid to providing triage and addressing the needs of different types of students, it was unclear that a system had been developed to ensure every student had the

necessary interactions with the college to accomplish the key components of this EP (making an informed choice about areas of study, for example).

The committee noted that the college is planning to launch the new student experience this fall; we look forward to hearing about what the college has learned from this early implementation phase and ask that the 2020 work plan update address the issues described above.

Advising

Some of the strengths mentioned for this EP included having advisors assigned to areas of study and plans to utilize Starfish to support advisor/student connections and monitor student progress. The committee noted the college's goal of reducing caseload and establishing advising specific advising checkpoints, but was concerned that there didn't seem to be a commitment to mandatory advising at scale, with many of the advising activities listed being depending on securing additional funding.

The Review Committee recognizes the reality that resource limitations put constraints on advising services, and that the college is working to secure funding to support stronger advising. In the 2020 work plan update, it will be important to describe what aspects of advising can be made mandatory and provided at scale with existing funding, considering the ways technology might be leveraged to achieve some level of meaningful, scaled entry advising or to identify students to whom advising (beyond entry advising) might be best targeted.

Degree Math & College-Level English

The review committee noted several strengths in this EP, including a good gap analysis, progress with the accelerated math course sequence, a commitment to scaled co-req for math, and a good plan for English including the application of an equity lens. In the 2020 work plan, please be sure to provide data on the overall percentage of students earning college-level math during their first year and more specific details on the scale/timeline for these strategies.

Gatekeeper Courses

Strengths in this area noted by the review committee include a strong gap analysis; action steps that include data collection and analysis to identify why students are struggling; the development of an equity-based faculty professional development program; identification of gatekeeper or milestone courses for each program of study; and course level analytics to gauge success of interventions.

Because there was some confusion around this EP among a number of college, we want to emphasize that the focus of this EP is not necessarily on classes with high enrollment/low completion rates, but rather on identifying the particular courses that are predictive of completion for specific programs, implementing classroom-based strategies that increase success in these courses, especially for students from diverse backgrounds, and using information about these courses to help students transition between programs of study when appropriate.

Math Pathways

The review committee noted that the college is making good progress on this EP, with program maps including aligned math courses and some contextualization occurring. In the 2020 work plan update please be sure to answer the question regarding scale included in this EP description.

Scheduling

The review committee noted that the college is making progress on this EP, having formed a committee that is tasked with addressing scheduling, with specific tasks and timelines established.

Systems for Program Monitoring/Intervening & Redirecting Students Who Are Not Making Progress

Feedback from the review committee on these EPs was mixed. Reviewers noted that the college has begun a strong planning process for these EPs and has begun tracking academic plans and implementing coding to support program monitoring. Other strengths identified included the college's plans to utilize starfish for program monitoring, and the development of Tableau dashboards that will include GP early progress measures.

Areas of concern included a lack of detail in the action plans in terms of the people that will support students with advising through completion and provide a response to issues identified through the early alert system. It was not clear who will be intervening and what role continuous mandated advising will play. It was noted that things appear to be on track with regard to developing the technology side of program monitoring, but that more work needs to be done to connect this with advising and retention systems and interventions.

Ensuring Learning

The review committee noted that the college has established learning outcomes at the program level for prof-tech and degree level in academic transfer, and that this informed default course sequences in the program maps. A strength in this EP was the applied or experiential learning describe in this section and the development of the course level success dashboards.