**College Spark & Title III Essential Practices Summary: 2019-2020 Goals & Objectives**

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| **TITLE** | **College Spark: ESSENTIAL PRACTICE DESCRIPTION** | **T3 OBJECTIVE(S)**  (see chart on last page) | **2019 – 20 Goals** |
| **Faculty & Staff Engagement** | Faculty and staff are engaged in developing, implementing, and refining each Guided Pathways element including but not limited to degree/program maps and integrated supports. Appropriate departments, work groups, or committees with broad faculty and staff representation engage in ongoing work and provide feedback to leadership. | 2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort & satisfaction of data practice  2.4 Data informed decision making resulting in equitable outcomes | Goal: Our goal is to increase faculty and staff engagement to ensure more meaningful action and sustained systemic change.  . |
| **Areas of Study & Program Pathways** | Areas of Study are well-designed to guide and prepare students to enter employment and/or further education. Learning outcomes are clearly defined for each Program Pathway (not just defined at the course level) and those learning outcomes inform the default course sequence and align with transfer and degree completion minimum requirements. | 1.4 Increase number of students confirming a program of study (program pathway) | Goal: Ongoing assessment and refinement of program pathway alignment within each Area of Study  Status: Areas of Study established at South and are consistent across all Seattle Colleges. New South website outlines AOS & program structure. |
| **Exploratory Sequence (Partnered with Intake & Onboarding)** | Students who do not have a specific Program Pathway in mind are required to choose an Area of Study in a broad field off interest (such as business, allied health, education, etc.) with a default curriculum that gives them a taste of the given field. | 1.4 Increase number of students confirming a program of study (program pathway) | Goal: Design of Exploratory Sequence 2019-20, sequence utilized by students 2020-21 |
| **Designing Program Pathway /**  **Degree Maps**  **(Partnered with Scheduling)** | Each Program Pathway is clearly mapped out for students and provides a coherent pathway from college entry through completion or transfer. Students know which courses they should take and in what sequence, and are directed to default course selections. Courses critical for success in each program and other key progress milestones are clearly identified. Default schedules are designed to lead to on-time completion, but students can customize their plans by working with an adviser or faculty member to do so. | * 1. Increase number of students confirming a program of study (program pathway)   2. Increase earn rate of college math   3. Increase earn rate of college English | Goals.  Program maps: Publish Prof/Tech, BAS, and Transitional maps  Scheduling: |
| **Communication** | There is a college-wide understanding of the Guided Pathways – for faculty, staff, students, and potential students. Information on Programs of Study (organized by Meta Majors and linked to transfer options and career information) is easily available to students via the college website and other appropriate communications tools. | 2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort/satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: GP website updated, regular GT meeting minutes sent to campus, quarterly newsletters in print and video |
| **Technology (Partnered with Program Monitoring)** | Technology is in place that allows registration, advising, and progress monitoring systems that support full Guided Pathways Implementation. For example, the college is able to: record the Area of Study and Program Pathway for each student and produce reports that summarize enrollment in various programs, effectively block schedule courses for Program Pathways, and monitor students’ progress relative to their academic plan. | 2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort/satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: Continue to roll-out Starfish for staff, faculty and students. Design early alert functionality across district. Implement Program Pathway coding to track student progress. |
| **Intake & Onboarding (Partnered with Exploratory Sequence)** | Every new credential-seeking student is helped to explore career/college options, choose an Area of Study upon enrollment, and enter a Program Pathway within no more than two quarters. If not already the case, orientation and intake activities become mandatory so that students can be helped to clarify their goals for college and careers and to create an academic plan based on program pathway maps created by the faculty. | 1.1 Increase Full-time Equivalent (FTE) students  1.4 Increase number of students confirming a program of study (program pathway)  2.4 Data informed decision making resulting in equitable outcomes | Goal: Implement new comm strategy focused on Areas of Study and Program Pathways. Design intake survey and explore Welcome Center concept. |
| **Advising Redesign (Partnered with Intervening & Redirecting)** | Advising is mandatory and intrusive for all credential-seeking students. Advising facilitates entry into a Program Pathways within two quarters and tracks and supports student progress through completion or transfer. Professional advisors and faculty maintain close cooperation to ensure a smooth transition from initial general advising to advising in a program, and advisors may have an area of specialty at the Area of Study or Program Pathway level with students assigned to advisors appropriate to their academic goals. | 1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.3Increase Full-time Equivalent (FTE) students  1.4Increase number of students confirming a program of study (program pathway)  1.7Increase rate of students earning 15 credits in first year  1.8Increase rate of students earning 30 credits in first year  1.9Increase rate of students earning 45 credits in first year  2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort & satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: Develop a required Educational Planning intervention & related comm strategy. |
| **College Math & English in the first year** | The majority of students earn college-level English and math credit within one year of enrollment. A variety of strategies may be used, including utilizing alternative placement measures (HS transcripts, SBA scores, Guided Self Placement) at scale, co-requisite college-level math and English courses that integrate pre-college or foundational, and/or shortening the pre-college course sequence and contextualizing pre-college courses to Areas of Study. | 1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.5Increase earn rate of college math  1.6Increase earn rate of college English  2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort & satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: Develop co-requisite math courses through grant work.  English is working across the District to bring DSP to scale. |
| **Milestone Courses, including ENGL & MATH (Partnered with Ensure Student Learning)** | For each Program Pathway, the college will identify key gatekeeper courses in addition to math and English and determine the level of student performance that is predictive of student success in completing that specific program. This information will be used to develop supports to increase success in milestone/gatekeeper courses as well as used by advisors when helping students select and/or transition between Program Pathways. | 1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.9Increase rate of students earning 45 credits in first year  2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort & satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: Identify milestone courses & work with Intervening & Redirecting group to develop interventions |
| **Math Pathways** | Required math courses are appropriately aligned with Areas of Study, and where possible contextualized to students’ field of study | 1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.5Increase earn rate of college math  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: courses identified in program mapping committee |
| **Scheduling (Partnered with Program Mapping)** | Schedules are consistent and predictable (for example, through block scheduling), and are organized in a way that makes it possible for a full-time student complete a two-year degree in two years. The college schedules courses to ensure students are able to enroll in the courses they need when they need them and can plan their lives around school from one term to the next. | 1.1Increase fall-to-fall retention  1.4Increase number of students confirming a program of study (program pathway)  1.5Increase earn rate of college math  1.6Increase earn rate of college English  1.7Increase rate of students earning 15 credits in first year  1.8Increase rate of students earning 30 credits in first year  1.9Increase rate of students earning 45 credits in first year  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: |
| **Program Monitoring (Partnered with Technology)** | Progress on educational plans is monitored on an ongoing basis. This information is used to inform scheduling and advising policy and practice, and to provide frequent feedback to students, advisors and instructors. This includes tracking, monitoring, and ability to report on:   * Number of students in each Area of Study and how many students are in an exploratory course sequence for their Area of Study * Number of quarters between college enrollment and entry into a Program Pathway for all credential-seeking students * Which program every credential-seeing student is in and how far along s/he is toward completing that Program Pathway Plan * Number of students that transition between Program Pathways | 1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.7Increase rate of students earning 15 credits in first year  1.8Increase rate of students earning 30 credits in first year  1.9Increase rate of students earning 45 credits in first year  2.3 Increase student overall satisfaction | Goal: successful implementation of new coding Winter 2020. Work with district partners to ensure ed plan reporting in advisor dashboard is accurate. |
| **Intervention and/or Redirecting students (Partnered with Advising Redesign)** | The college can identify when students are at risk of falling off their program plans and has policies and supports in place to intervene in ways that help students get back on track or make a program change as appropriate. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career. | 1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.7Increase rate of students earning 15 credits in first year  1.8Increase rate of students earning 30 credits in first year  1.9Increase rate of students earning 45 credits in first year  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: participate in Early Alert pilot Fall 2019. Partner with Milestone committee to develop interventions. |
| **Ensuring Learning (Partnered with Milestone Courses)** | Faculty assess whether students are mastering learning outcomes and building skills across each program. This information is available to students. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs. The college assesses effectiveness of educational practice and uses results to create targeted professional development. | 1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.3Increase Full-time Equivalent (FTE) students  1.5Increase earn rate of college math  1.6Increase earn rate of college English  2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort & satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: |
| **OTHER VITAL WORK** | | |  |
| **Equity** | In 2017, South adopted our Commitment to Equity in Action, which states: *South commits to creating an environment of equity, inclusion and multiculturalism which dismantles all forms of oppression by developing responsive, intentional practices.*  Guided Pathways is an important institutional mechanism and large-scale practice by which we will create equity for all students who come here to learn.  Furthermore, South aligns with the SBCTC Guided Pathways Advisory Council’s Guiding Principles:  --Principle #1 Guided Pathways requires urgent, radical, equity-minded, transformational organizational change.  --Principle #2 Guided Pathways requires a culturally responsive commitment to racial and social equity by dismantling systemic policies and practices that perpetuate inequities  --Principle #3 The voices of students, faculty, staff and community members are essential to fully engage in adaptive problem focused inquiry processes leading to meaningful action and sustained systemic change.  --Principle #4 Guided Pathways requires intentional collaborative learning through partnerships, professional and resource development  --Principle #5 Guided Pathways requires a focus on learning and outcomes aligned with community values and industry needs.  Therefore, each workgroup is charged with assessing how their essential practice contributes to equitable outcomes for all students. This group supports this larger effort. | 2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: |
| **Culture of Evidence** | This Title III specific goal supports the work of Guided Pathways and will infuse continuous assessment and improvement practices across all areas of the college resulting in organizational excellence. The goal is to use evidence to inform and improve our work while better understanding our students, their experiences and needs.  Developed at the July 2019 Guiding Team Retreat: A culture of evidence is an ongoing practice of gathering and curating inclusive and meaningful data, both quantitative and qualitative, that provides insight into the success and failure of our efforts, and informs adaptive decision making for student success. | 2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort/satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | Goal: |
| **Student Engagement** | Intimately tied with a Culture of Evidence and Equity, engaging student voice in Guided Pathways redesign and incorporating student feedback is essential to the success of the work. Our goal is to increase student feedback in a way that is equitable, inclusive, intentional, consistent, and student centered. | 2.3 Increase student overall satisfaction | Goal: Develop strategies to incorporate student voice and feedback in Guided Pathway redesigns |
| **TITLE III GOALS & OBJECTIVES**  **2018-2023** | | |  |
| **Goal #1:** Increase completion and retention rates and decrease time to completion by designing and implementing a Guided Pathways structure that is supported with data tools, integrated systems, and robust communities of practice composed of faculty, staff, and expert coaches.  **Objectives:**  1.1Increase fall-to-fall retention  1.2Increase 4-year completion rate  1.3Increase Full-time Equivalent (FTE) students  1.4Increase number of students confirming a program of study (program pathway)  1.5Increase earn rate of college math  1.6Increase earn rate of college English  1.7Increase rate of students earning 15 credits in first year  1.8Increase rate of students earning 30 credits in first year  1.9Increase rate of students earning 45 credits in first year | | |  |
| **Goal #2:** Identify and address problems such as equity gaps by building a “culture of evidence” supported with data tools, integrated systems, and professional development that foster a whole college practice of continuous improvement.  **Objectives:**  2.1 Adoption of data practice by faculty, staff & administration  2.2 Comfort/satisfaction of data practice  2.3 Increase student overall satisfaction  2.4 Data informed decision making resulting in equitable outcomes | | |  |