South Seattle College
2020-2021 Guided Pathways 5-Year Implementation Work Plan[1]

- **Assess** how far along you are in implementing essential Guided Pathways practices at scale
- **Plan** for scaled implementation in areas where additional work is needed
- **Monitor** your progress toward full implementation
- **Inform** improvements to future institutes, coaching, or additional technical assistance

For each essential practice area, describe both its current status on your campus and the steps you will take to make the transition from current practice to full implementation of each essential element of Guided Pathways at scale, defined as reaching all credential-seeking students. Please keep the following in mind as you complete or update this work plan:

- Activities need to be specific and actionable. Your description needs to include any key work products, milestones, or deliverables. Identify the data you will need to use for planning.
- Each activity must have an accountable person or group with a defined role, responsibility, and authority for its completion.
- Scale is a critical element of Guided Pathways implementation. When an essential practice includes an activity that must be 1) scaled or 2) made mandatory, explain the mechanism which will ensure scale and/or mandate is met.
- If an activity in the work plan is ongoing (for example, groups of faculty meeting to review course data), please use the "target completion date" column in the timeline table to indicate the frequency (twice quarterly, weekly, etc.) of that activity.
- It is important that the set of activities you describe will clearly result in meeting the provided definition of each Guided Pathways essential practice (in bold above each Action Plan). While we expect you'll have more details for the upcoming year of work, this plan must include all years.
- In the narrative description of your progress, please address both accomplishments and challenges. Open discussion on these topics will inform the content of future institutes and technical assistance.
- If initial work on a particular essential practice is complete, use the work plan to lay out activities you will engage in to refine and improve your college's implementation of that practice.

GUIDED PATHWAYS ESSENTIAL PRACTICES

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[1] Derived from the work plan developed in collaboration with College Spark Washington

FACULTY, STAFF, AND STUDENT ENGAGEMENT

Faculty, staff, and students are engaged in developing, implementing, and refining each Guided Pathways element including but not limited to program/degree maps and integrated supports. Appropriate departments, work groups, or committees with broad faculty, staff, and student representation engage in ongoing work and provide feedback to leadership.

Minimum Requirements: By the end of the **first year** (Early Adopter Cohort One Spring 2017; Early Adopter Cohort Two Spring 2019; Final Cohort Spring 2020), faculty, staff, and students are broadly engaged in cross departmental teams to support Guided Pathways and cross-functional teams have been formed to create pathways and redesign processes for advising, placement, and registration as necessary to support Guided Pathways implementation and the college's equity goals.

Status Update

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE

After establishing Guiding Team and initially forming committees around the four pillars (Clarify the Path, Help Students Choose & Enter a Path, Keep Students on the Path, and Ensure Students are Learning) it became clear we needed to focus on committee work more closely associated with the essential practices. To that end we established work groups this year that aligned key essential practices to ensure overlapping essential practices were well informed and aligned; for example, program mapping and scheduling were aligned in one workgroup, as well as advising redesign and intervening and redirecting students. Each work group established a one-year work plan based on the 5yr work plan and submitted quarterly status updates to the Guiding Team.

PROGRESS:

Overall, we're happy to report we met all of our goals set forth this year and are on-track to meet the deliverables for this essential practices. Specific tasks or goals we accomplish this year includes:

- The Guiding Team restructured work groups to tackle related essential practices and broaden membership of those work groups.
- College leaders have made a commitment to incorporating Guided Pathways as a standing agenda items during regular meetings as a way to expand understanding across campus.
- We have developed a CANVAS course on Guided Pathways open to any campus member to learn more about GP, South work and progress specifically, national trends, and why we are engaging in this work.
- Fall and winter quarter we held all campus meetings on Guided Pathways where we focused on one of our three critical work committees (student voice, equity, culture of evidence). These committees were established this year to support the essential practices and function as a common thread we decided was critical to all GP work.
- Fall 2019 we focused on culture of evidence and winter we focused on equity. Due to remote working we were unable to hold our third all campus meeting.
- We have established a student voice committee and were in the processes of hiring student voice ambassadors when we abruptly moved to remote operations in response to the COVID-19 pandemic. We are reassessing our options and approach given our new working and learning reality. Student Voice ambassadors are current students who represent the student voice and actively work to gather student feedback related to current and proposed changes related to Guided Pathways.
- VPSS & VPI intentionally selected to co-lead Faculty/Staff/Student engagement essential practice.
- Increased communication (to and with) faculty and staff including:
  - Listening sessions
  - Surveys
  - New GP website
  - Quarterly GP newsletter
  - Quarterly all-campus professional development meetings (with a critical work group focus)
  - E-mail/video updates from select workgroups as well as invitations to participate in their work via meetings, drop-in feedback sessions, and half-day retreats.

- Increased faculty leadership. In addition to the creation of a faculty GP co-lead, we also transitioned the other faculty roles on GT from being merely representational to essential practice co-leads.
- We further advocated for the creation of two new campus-wide faculty leadership roles (Assessment Coordinator and Faculty PD Coordinator) to support our campus-wide teaching and learning efforts. Both roles are being compensated with a 2/3 course release and have formed committees to support their efforts.
- Combined Student Services Professional Dev Day with Faculty Dev Day (our first, ever!) and infused day with GP workshops and info sessions
- Formation of a District-level Guided Pathways Lead Team.
- Increased engagement from North and Central through their Title 3 grants
- Building consensus on what it means to "align" as a district. (South, Central, North)
- Agreement to collaborate on the following GP efforts: 1) Intake and Onboarding; 2) Program Maps; 3) Math; 4) English ; 4) Advising; 5) Data; 6) Professional Development; 7) College Success course 8) Program Monitoring (Starfish)

Established three critical work groups that support all essential practices
Culture of Evidence highlights
- Developed a course-level student success dashboard; increased data collection through use of the RealCollege Survey, SENSE, CCSSE, and Hanover Research.
- Developing more dashboards for division and departmental use
- Recommended adoption of the following three institutional-wide metrics to focus our GP work:
    - Retention
    - Admissions Conversions
    - Drop, Fail and Withdrawal Rates to inform our work
- Led a campus-wide PD session focused on the three metrics we selected. The session provided an overview of each metric, described how they fit into and supported our Guided Pathways work, and examined how they impacted our opportunity gaps among our student demographics as it pertains to these three metrics
- Increased communication around data through monthly "data bytes" sent out to college via e-mail.
- Increased awareness and usage of campus data through training sessions offered on President's Day, Student Services Development Day, Faculty Development Day and at regular intervals throughout the academic year.

Equity Highlights
- Established the EDI Council
- Trained over 50 faculty and staff using PSESD's "Coaching and Leading for Racial Equity."
- Led a campus-wide PD session on equity titled, "Becoming an Antiracist College Through Equity and Pathways." The program description read: "*President Rosie Rimando Chareunsap's talk on President's Day continues to inspire, but what does it mean for us to be an anti-racist campus? What does it mean for me in my work here? What do I need or want to do to take up my place in this constellation of change? Come think together with colleagues to deepen our understanding of our journey to lead with racial equity.*"
- Support for two affinity groups (South Men of Color, Decentering Whiteness)

Student Voice Highlights
- Established committee
- Developed student voice ambassador program and role description
- Secured funding to pay student voice ambassadors
- Advertised and Recruited Student Voice ambassadors
- Surveyed faculty and staff about student input needs
- Further progress interrupted by COVID-19 related campus closure

Remaining gaps;
- Continue to expand and develop the student voice committee and hire more student voice ambassadors. Assess and refine approach for all campus meetings. Roll out GP CANVAS course and explore making it a required part of onboarding for faculty, staff and students.
- Find ways to reach faculty and staff who do not see connection between their work and Guided Pathways.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this essential practice (EP).
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to faculty, staff, and student engagement.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
Guided Pathways Lead Team continues to meet on a weekly basis for 1.5 hours to guide and integrate and make progress on goals.	Guided Pathways Lead Team (8 members)	Time	Ongoing weekly	Iterative
The Guiding Team for Guided Pathways continues to meet on a monthly basis for 3.0 hours to guide and integrate and make progress on goals. Meetings include one hour of professional development (often with an equity, diversity, and inclusion focus).	Guiding Team (25 members)	Time	Ongoing monthly	Iterative
Leadership continues to integrate Guided Pathways into college wide meetings, including President's Day, In-service days events/meetings, college governance committee meetings, division meetings, budget meetings, and more. Further integrate Guided Pathways in campus-wide communications from the PIO office, President, VPIs, and Instructional deans.	Guided Pathways Leads Team and Guiding Team	Time and effort	Ongoing (varies)	Iterative
Recruit new membership for Guiding Team, including seven faculty who will serve as leads or co-leads for six essential areas for AY 2020-2021.	Guided Pathway Leads Team	Time and effort	Summer 2020	Iterative
Explore ways to reach faculty and staff who aren't connected to GP	Guiding Team	Feedback, surveys	Spring 2021	Early implementation
Develop running list of student feedback needs to support development and refinement of essential practices	Guiding Team & Work Group Leads	Time and effort	Ongoing (varies)	scaling
Ensure work of District-wide Seattle Pathways is informed by and informing Guided Pathways work at South	Guiding Team	Time and effort	Ongoing (varies)	Iterative

META MAJORS AND PROGRAMS OF STUDY

Programs of Study (clustered into Meta Majors) are well-designed to guide and prepare students to enter employment and/or further education. Learning outcomes are clearly defined for each program of study (not just defined at the course level) and those learning outcomes inform a default course sequence aligned with industry identified needs, transfer pathways, and degree completion minimum requirements.

Minimum Requirements:
By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), 1) Meta Majors and the Programs of Study within them have been defined, 2) each Program of Study has defined learning outcomes at the program level, and 3) relevant industry partner feedback has been incorporated.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:
South Seattle College has identified eight (8) Areas of Study (Areas of Study = Meta Majors). This work was done as a district in 2017-18 under Chancellor Pan's Achieving System Integration (ASI) process that aimed to increase efficiency and reduce redundancies in College and District operations. The process included broad district- and campus-wide feedback and resulted in three (3) draft versions before a final version was selected for the Seattle Colleges at the end of Spring 2018.

The main focus of our work since 2018 has been in identifying, developing, and aligning the degree programs embedded with each Area of Study which we are calling Program Pathways. As part of the Program Mapping Work Group that was formed Fall 2018, a group of eight Area of Study faculty leads and eight advising leads worked with campus faculty to develop program maps that were informed by employment outcomes or further educational pathways dependent on career or transfer options available (See the PROGRAM MAPPING section for more details).

We are currently using the learning outcomes developed prior to participating in Guided Pathways. They are defined at the program level of Professional & Technical and BAS and at the degree-level in Academic Transfer. These outcomes are assessed quarterly in most instructional units to inform curriculum development efforts. In Professional/Technical in particular, they have also been vetted with relevant industry partners.

Last year, the Program Mapping team was intentional in using these outcomes to inform a default course sequence on each program map. Since each baccalaureate school in Washington State has varying transfer requirements, faculty further decided to align with degree completion minimum requirements and clearly articulate on each program map the need to develop a customized education plan with an advisor once a student knows where they wish to transfer if applicable. As of May 2019, this work resulted in the identification of 45 Programs of Study (or Program Pathways) across 8 Areas of Study (or Meta-Majors) that align industry identified needs, transfer pathways, and degree completion minimum requirements. You can view that list here.

Each of the program pathways clustered under our Areas of Study (Meta Majors) are well-designed to guide and prepare students to enter employment and/or further education. In Professional Technical, we have created a meaningful and data driven program review process to ensure its programs of study are effective. This process was lauded in our most recent 7 Year Accreditation visit. The Professional Technical program review process has two phases: External Program Review (EPR) and Internal Program Assessment (IPA).
- *External Program Review (EPR):* EPR requires coordination of the Technical Advisory Committee, the dean(s) of the program, faculty teaching in the program, students, advisors, institutional research, assessment, and workforce support (embedded career specialist, completion coaches). The three-year rolling cycle of professional technical EPR allows programs to systematically review curriculum, student achievement data, enrollment, retention, and completion, industry need, demographics, employment, and salary data. The EPR process also contributes significantly to budget decisions relating to FTE, equipment, and other program needs. The College contracts an external consultant, to coordinate the EPR process, and brings in members of the community engaged in the profession and industry, to review the program, and to gain a community perspective on relevancy through commendations and recommendations regarding: marketing and program visibility; retention and completion; curriculum; student learning outcomes; instructor professional development; serving underrepresented populations; incoming student services; intra-

program student support services; placement and outgoing student assistance; occupational outlook; government standards for safety, equipment, facilities; administration and funding; and effectiveness of Technical Advisory Committee.

- *Internal Program Review/Assessment (IPA):* After each EPR, the IPA process starts in the subsequent one to two quarters. IPA includes documented responses to the recommendations provided in the EPR report, prioritized strategic planning around the recommendations, analysis of performance progress given the last EPR (three years previous), and evidence of student achievement through assessment data. In the IPA process, programs review their previous EPR and compare it with their current EPR recommendations in order to review the progress made over the last three years. This EPR, IPA, EPR cycle allows programs to review their approach, relevancy, need in the community, viability and structure, and budget planning in a way that is continuous, meaningful, and leads to improvement in the program for all stakeholders (students, faculty, deans, industry).

A less extensive, but no less data-driven process for program review occurs in Academic Transfer. Division faculty routinely update curriculum through the District's Automated Curriculum and Assessment System (ACAS) and faculty-initiated and faculty-led Curriculum Instructional Committee (CIC) governance structure to ensure relevancy, meet transfer institution requirements, and ensure broad campus community participation. In addition, the division's engagement in the College Council budget planning process, annual scheduling process, and course cancellation process enhances instructional excellence by ensuring the division's offerings enable students to complete their educational goals in a timely manner and that its schedule is predictable and based on a careful analysis of courses students need to progress on their plans. Academic Transfer further evaluates its programs through the Guided Pathways Initiative. Starting Fall 2017, the Office of Institutional Effectiveness and instructional deans began working with faculty to include guided pathways metrics, milestones, and data analysis to further assess and improve teaching effectiveness. This included the Seattle Colleges Data Dashboards, the State Board to Technical and Community College's Guided Pathway Data Dashboards (internal access only), the Community College Survey of Student Engagement (CCSSE) survey results (which is designed to capture student engagement as a measure of institutional quality) and by giving academic departments a Discipline Review Manual and access to the following pivot table data from 2013-2017: Full-Time Equivalent Students by College by Subject and by Year; Awards and Certificates; Courses; Course Sections; Diversity of Students; Grading Analysis; and Student Retention. More recently, the Office of Institutional Effectiveness began developing Tableau tables which will give faculty and staff greater access to Guided Pathways data and metrics. Taken together, Academic Transfer is using this data for division and departmental conversations around instructional effectiveness, planning, and decision making, and to provide faculty with the opportunity to ensure their programs are well-designed to guide and prepare students to enter employment and further education.

Since 2018, the college further enhanced its program review process by conducting program viability annually in Academic Transfer, BAS, and Professional & Technical Career Training. Analysis of enrollment, FTE, student/faculty ratio, cost per FTE, as well as TAC feedback, program review, labor market data, and comparisons to similar programs at other colleges provide an evidence-based and self-reflective process to evaluate the effectiveness of instructional programs across campus.

PROGRESS:
Most of our progress this year has been setting up the back-end coding and reporting processes to support our Area of Study and Program Pathway efforts. We not only incorporated Area of Study (Meta-Major) coding from the SBCTC Data Warehouse to begin the first year and quarter of official reporting of Areas of Study (Meta-Majors) but we also built a supplemental coding system to better track and monitor students' adoption of program pathways. It was necessary to prioritize this work this year because our campus will be moving to CtcLink in November. For more information about our coding efforts, please see the EXPLORATORY SEQUENCE essential practice section of this work plan.

Additional progress this year includes the incorporation of Areas of Study (Meta Majors) and Programs Pathways (Programs of Study) into our new campus website redesign which launched last summer. We were in the planning process to create videos for each Area of Study for use on the new campus website when we had to close our campus due to Covid-19. That project has since been placed on hold with plans to resume once on-campus operations return to normal.

South's work on program mapping and areas of study (meta majors) influenced our sister colleges and District office to organize program in formation in a similar format. Our District Office recently launched a new website and with much work and input from the Seattle Pathways Steering Committee developed and aligned program information across all three of our colleges. The outcome is represented by this new flyer, which is incorporated into outreach and marketing materials.

REMAINING GAPS:
We don't have a gap between our current practice and this essential practice, but we can do better. Right now, our program and learning outcome assessment process looks very

different in Professional & Technical and BAS as compared to Academic Transfer. While variances due to disciplinary/industry needs are to be expected, there is recognition that further alignment is needed. To address this need, we created a Faculty Assessment Coordinator Position in May 2019 and provided them with a 2/3 course release to help lead this work. To learn more, please see the ENSURE LEARNING essential practice section of this work plan.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to Meta Majors and Programs of Study.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status:* *Planning, Early Implementation, Scaling, Iterative*
Not applicable.				

EXPLORATORY SEQUENCE FOR EACH META MAJOR

Students who do not have a specific Program of Study in mind are required to choose a Meta Major in a broad field of interest (such as business, allied health, education, etc.) with a default curriculum that gives them a taste of the given field.

Minimum Requirements:
By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), a default exploratory course sequence for each Meta Major has been designed. By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), these exploratory sequences are being used by students who select a Meta Major upon enrollment but have not determined their Program of Study, and the college has a system in place to utilize disaggregated data to assess the extent to which exploratory sequences are supporting the college's identified equity goals.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:
South had no exploratory sequence prior to Guided Pathways. To jump-start this work, South (in partnership with Central and North) identified eight Areas of Study (Meta-Majors) in AY 2017-18. During that same year, South put energy into two potential concepts related to exploratory course sequencing. The first was a broader conversation about first year learning outcomes from which to build programming. Second, during Spring 2018, the college identified a workgroup to determine how to make an exploratory sequence happen.

Starting Fall 2019, new students were asked to select an Area of Study (Meta-Major) within their first quarter of study. Initially, we planned to have every student within an Area of Study begin with the same prescribed curriculum that would be designed to help new students explore a broad field of study and decide whether to pursue a program pathway in that Area of Study (Meta-Major) or switch to another Area of Study. However, due to the course sequence specificity required to ensure STEM majors and Professional and Technical students graduate in a timely manner, we were concerned such an approach would delay students' time to degree. As such, we decided to approach this essential practice via the suite of approaches described below. When viewed in total, they demonstrate that we're on track to meet this essential practice.

One of the first things we did in support of this essential practice was develop program maps for each of our program pathways under the eight areas of study. Our year-long program mapping process was comprehensive and considered program mapping best practices, program learning outcomes, career and/or academic/transfer needs, gateway courses, identifying key "to do" list milestones and indicators for action, and considering transfer opportunities/requirements. The process also included input from faculty and advising leads, Area of Study faculty, student service professionals, instructional deans, and industry experts where applicable. The result was the development of 45 program maps with a carefully sequenced and curated selection of classes. Each of these maps includes at least one content-course (related to their pathway or area of study) for students to take in their 1st or 2nd quarter. To ensure the best course(s) were selected to meet this section of the exploratory sequence essential practice, we developed a custom program map assessment survey and asked all faculty to complete in Fall 2019. The survey asked faculty to reflect on whether their program map draft 1) allowed students to take at least one content course (related to their pathway or area of study) by the 1st and 2nd quarter; 2) exposed students to applied or experiential learning opportunities (related to their pathway or area of study) by the 1st or 2nd quarter, and 3) provided possible co-curricular activities/opportunities that students can explore by the 1st or 2nd quarter.

Faculty filled out the survey for each program map draft and noted whether these elements were "present," "absent," and/or if changes were needed. Space was also provided for faculty to share additional information or comments on this topic. The Program Mapping faculty and advising leads then used the assessment form data in Winter 2019 to guide program map revisions in this area. Attention was paid to ensure related content courses, co-curricular activities and/or experiential learning was introduced on each map by the second quarter. In Spring 2019, 45 program map drafts were generated. Each program map's exploratory sequence was again evaluated using the same assessment form in advance of the program maps being published for student use. Program maps that couldn't include relevant area of study curriculum in the first quarter (such as our education pathway; we offer no specific classes in education so listing a content course in the 1st or 2nd quarter wasn't possible) were noted with plans to address this known gap in AY 2019-20.

The program maps are closely tailored to career and degree needs, often with little overlap of course sequences. Because of the design of these maps—which includes exposure to curricular, extracurricular or experiential learning opportunities relevant to the program pathway within the first two quarters--students should be able to identify if they are on the right path early and, if not, transition to another program within the same Area of Study with little or no impact to credit accumulation and/or time to graduation. While all 45 program maps direct students to default course selections, students can work with an advisor to customize their map and problem-solve transitions between program maps or target specific baccalaureate transfer institution requirements if applicable.

To further enhance our exploratory sequence efforts, we are currently investigating how we can best provide prospective and current students with targeted career and job exploration guidance along with student success interventions. Prior to 2019, we would have described these efforts as piecemeal. For example, our onsite WorkSource center provided help and guidance as did our faculty Counselors, and to a lesser degree, our instructional advisors. The college also offers Human Development Courses (HDC) on topics that included career exploration and academic success strategies, but global integration through the work of the Guiding Team was absent.

To fill this gap, representatives from faculty, student services, and advising attended an FYE conference in Oregon in November 2017 to help our college discern if that was a solution for us and if it applied to all or a set of students so that we could help students decide on a career and program pathway. During this highly interactive institute, participants discussed how a first-year seminar could be leveraged to support Guided Pathways. Focus was paid on how students could engage in meaningful career exploration and decision-making, create an academic and career plan, and develop the skills necessary for success in the first-year seminar. Using a backward design framework, participants had an opportunity to work collaboratively with others from across the state to re-imagine the first-year seminar to align Guided Pathways. They also discussed strategies and research to make the case for this course to be an essential part of every student's program.

An Exploratory Sequence Task Force was also formed in 2018 to look at how best to support students' readiness for and success in college. The exploration was to determine for whom and what would be needed to meet this need. The committee reviewed success models of many sorts and reviewed internal qualitative and quantitative data in coming to a proposal. As a result of collaborative discussion, research and input gathering, the committee focused on exploratory sequence and a need for students to commit to a program of study by the 3rd quarter of enrollment. After careful consideration the committee recommended requiring a common First Year Seminar (FYS) or College Success Course be developed with discreet modules common for ALL students, and allow students to opt out of the modules for which they can demonstrate competency. The FYS would be designed and developed to build college success skills and career decision-making capabilities. This proposal was approved by the Guiding Team in Fall 2018.

PROGRESS:
While we've made significant progress overall, we've also experienced delays in adopting a college-success course to meet the known gap that exists in several of our program maps. As noted above, nearly all of our program maps include a carefully assessed default curriculum that gives students a taste of their given field within their first two quarters. That said, there are a few program maps where that wasn't possible (example: Education because we don't explicitly offer education courses). To address this known gap, South decided to develop a FYS or college success course for the program pathways where this gap exists. The college success course would fill this gap by being a required course in the 1st quarter of that program's pathway and by including one or more modules designed to give students early exposure to course content. We also have been engaging in early discussions to make this course more broadly available to all students.

Not receiving College Spark funds this year proved to be a significant barrier to advancing this work because we didn't have enough funding to pay the faculty stipends necessary to advance this work. We found a work-around by making this a district-wide effort (thus allowing South to pool its resources with Central and North) but this required extra coordination and resulted in us moving forward more slowly than we would have liked. That said, there has been forward momentum this year:

- **South's Contributions:** Last summer and into Fall 2020, South led a district-wide effort involving over 100 faculty, staff, and admin in the development of the 5 learning outcomes that all three colleges will be using for their college success course. South was also able to pilot a college success course in Transitional Studies this spring that allowed us to test-out some of our early thinking around what a college success course should look like when we offer it at-scale. Labeled "Strategic Learning 083" the Transitional Studies college success course is designed to better support Transitional Studies students in acquiring the skills they need in their pre-college program pathway—namely how to be more successful in the college-level courses they are concurrently enrolled in. In addition to providing Transitional Studies students with direct support for their college-level coursework, the course also provides skill-building in college success skills, ed planning, career planning, and connecting to student services and financial aid. Due to Covid-19, counselors, EOC, advisors and other support personnel visited the class virtually via Zoom to provide students with support as

needed. Observers from IT and the TLC were also added to the Canvas course shell to better support students with their technology, digital literacy, and content needs. This course was offered for the first time in Spring 2020 and we are in the process of gathering feedback from the students and faculty to inform our larger college success course efforts.

- **Central and North's Contributions:** Since Central and North had more resources, we relied on them to lead other significant aspects of the college success course development process. For example, North's D'Andre Fisher agreed to chair a district-wide committee tasked with aligning the logistics, practices, policies, and the intent of this course. To date, participants from all three colleges have been selected to join this committee and they have sent-out a survey to students to collect data for the committee to analyze. Central, too, is providing a big lift in support of this work. They secured a Title III grant with explicit funding to developing a college success course. The group is co-chaired by Julie Randall, the Title III Grant Director at Central. As such, they were able to use those funds to stipend faculty and a group of student support staff to begin developing curriculum to meet the 5 learning outcomes we jointly created in Fall 2020. As of Spring 2020, most of this content has been developed. Once it is finalized, these course materials will be made available to North and South for possible district-wide adoption.

We also completed other work this year in service of this essential practice. Cognizant that we needed to do more to expose students to our areas of study and program pathways both before and during the enrollment process, we launched a new website in Summer 2019 that better highlights both. The new website now has dedicated web pages that describes our areas of study in detail and is also incorporated into our "Steps to Enroll" process for new students. In addition, the Program Mapping team worked closely with the PIO office summer term to make sure each program pathway web page on the website aligned with the campuses' program mapping efforts and provided students with information they needed to carefully select an area of study and/or program pathway. The webpages mirror the content and header information provided on our program maps, but in many instances, provides more detailed content and hyperlinks to supplemental resources than we could fit on the paper program maps. We also applied (and were awarded) with over $60,000 in Student Technology Fee funds to develop Area of Study videos for use on the website and student service areas. This work needed to be halted due to the Covid-19 campus closure, but we're excited to move in the direction of offering audio/visual content to enhance the text-based content we already provide on the website, during our "steps to enroll" process, and during our mandatory new student orientation once campus operations resume.

To further meet this essential practice, we worked with our Advising Essential Practice work group and Intake and Onboarding Essential Practice work group to create systemic ways to incorporate education about our areas of study and program pathways into our existing processes and services. As a result of this work, a set curriculum was developed and incorporated into our mandatory new student orientation process that introduces students to both our areas of study and program pathways. We also made sure our Advising Syllabus and advising processes include exposing students to our program mapping resources to inform their ed planning efforts.

On the back-end, we also spent much of this year developing a coding structure to help us electronically track and monitor our success in meeting this essential practice. Recognizing that students need to select an Area of Study (i.e. meta-major) upon intake and enrollment, and by the end of their second quarter confirm a Program Pathway (i.e. major), the State Board for Community and Technical Colleges (SBCTC) created a new set of codes for Meta-Majors (known as Areas of Study in the Seattle Colleges). South worked with our partners at Central and North in Summer and Fall 2020 to adopt a common set of codes from the ones SBCTC provided us for use in SMS and CtCLink.

That said, we recognized that additional coding was needed at South to support this work. In particular, we needed coding to assign students to not just an Area of Study, but a Program Pathway. And because not all students would know their program pathway when they first enroll, we also needed coding for undecided and exploratory students in our system.

This was a huge lift. We not only needed to develop the coding to support our exploratory sequence work, but we needed to build-in the processes and procedures as well that would allow our advisors to track/verify that all students were placed into an Area of Study during our "steps to enroll" process and either placed into a program pathway immediately (if students knew what they wanted to pursue) or within the first two quarters (if they needed more time to make a selection). We recognized this coding was necessary to track and monitor compliance of this essential practice as well as provide us with the means to offer more targeted interventions and supports to students based on the area of study or program pathway they selected.

Prior to starting this work, our professional/technical, Workforce, and BAS programs had already developed individual codes for their program pathways. But that wasn't the case in Academic Transfer. In that area, most students were assigned a "2200" code in SMS to designate they were pursuing an Associate of Arts (AA) degree in Liberal Arts. With the

advent of program maps, however, we now had over a dozen program pathways that would lead to an AA degree in Liberal Arts but would provide students with a very different set of default curriculum. As such, we needed to develop a coding structure that would indicate not just a students' degree goal, but their program pathway as well. And this coding structure needed to work with Financial Aid's coding requirements for funding disbursement and compliance with federal guidelines.

To accomplish this work, research into coding practices across the SBCTC system as well as meetings with multiple stakeholders was conducted in Spring 2019. In summer, we shared the information we collected at a half-day coding retreat conducted for the entire district with over two-dozen stakeholders in advising, registration, financial aid, and instruction present. Multiple follow-up meetings were scheduled that term to finalize a coding structure and process. By November 2019, the new coding structure was finalized and implemented at South starting the beginning of Winter quarter 2020. This new coding structure allows South (as well as Central and North) to track student progress in a new, more sophisticated way. We can now track students' confirmation of area of study and program pathway and we also have established codes for undecided students as well as students who indicate "interest in area of study, but not specific program." More details about our coding structure and processes can be found here: link.

The codes and processes are new, so we are still in a data-gathering and refinement stage. Currently, a code for area of study (or program pathway if students are ready) is added by students when they apply to college during our "steps to enroll" process and is confirmed prior to registration (usually at the mandatory new student orientation) by Student Services staff. We later used their coding to send them targeted messages through our CRM system. For example, reports are run in SMS to confirm that students have selected their Program Pathway by the 2nd quarter. Students who have not selected their program pathway by the beginning of third quarter are sent one of three "advising intervention" messages we created through our CRM that directs them to campus resources they can use to help them explore as well as invites them to meeting with an advisor one-on-one to finalize their program pathway selection. Further details regarding the communications/interventions/student support processes for confirming program pathway selection can be found here: link. Data collection is currently being conducted to track the success of these efforts and to inform next steps.

REMAINING GAPS:
South students are provided with a default curriculum based on their area of study or program pathway that gives them a taste of their given field with a few exceptions. For those few exceptions, a college success course is being developed to meet that need. Because this course is in development as a district (as opposed to just at South) the implementation process will be slower. We hope to have a district-wide course ready to pilot in Spring 2021, but until then, this is a remaining gap.

In addition, we have created a process through Starfish four-point mandatory checklist to track if students are selected a program pathway within two quarters. However we are in the process of scaling implementation throughout last academic year and next. We need to collect more data for at least 1-2 more quarters to better inform our efforts in this area and understand how these mandatory checkpoints impact capacity to monitor them so we do not unintentionally create a progress bottleneck. In addition, our staff in Student Services is deeply involved in learning about the capabilities and functionality of CtCLink/PeopleSoft (Spring 2020- February 2021). How this new system will impact tracking is still unknown.

Finally, our work in this essential practice "touched" every aspect of a students' initial introduction to South, and to our Areas of Study and Program Pathway in general. From our website, to our updated "Steps to Enroll Process," to the changes made to our mandatory new student orientation, to the implementation and use of program maps, and finally, to a back-end coding process that includes intervention messages sent to students who have not yet selected their program pathway. We need to hear from students about how they are receiving these interventions and if they feel they are helping them better select their area of study and program pathway. We plan to engage with the Student Voice Critical Work Group on our campus next year to see if they can help us design an effective process for soliciting student feedback in all of these areas to inform future revision we plan or hope to make.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to exploratory sequences.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
Assess the Spring 2020 college success course piloted at South (Ensuring Learning 083) for lessons learned and to determine what elements of the course can be duplicated at scale	BTS, South College Success Work Group	Time and effort	Summer and Fall 2020	Planning
Re-examine the exploratory sequence courses, co-curricular, and experiential learning opportunities on program maps to determine if more course work development is needed or more co-curricular opportunities need to be introduced on our campus.	Program Mapping Work Group	Time, data and effort	Spring 2021	Iterative
Develop the funding plan and divisional ownership for curricular components and the overall structure of the proposed college success course.	District College Success Work Group	Time and effort	Spring 2021	Planning
Finalize curriculum for college success course, hire/train instructors, integrate into 21-22 academic schedule planning and work through program mapping and advising details	District College Success Work Group, South College Success Work Group	Time and effort. Funding	Summer 2021	Planning
Pilot solution with limited audience as proof of concept while scheduling for fall, and design assessment and feedback process for first year	South College Success Work Group, Deans	Time and effort. Funding	Spring 2021	Planning
Collect data on which students have (and have not) selected a program pathway by quarter two. Assess impact of "advising intervention" process.	Advising Redesign Work Group, Intake and Onboarding Work Group	Time, data and effort	Spring 2021	Iterative
Develop forcing functionality and processes using data collected once we better understand how our systems will change under CtCLink.	Advising Redesign Work Group, Intake and Onboarding Work Group	Time and effort	Spring 2021	Planning
Coordinate with the Student Voice Critical Work Group to collect student feedback on the suite of exploratory sequence developments from AY 2019-20.	Student Voice Critical Work Group, Advising Redesign Work Group, Intaking and Onboarding Work Group	Time and effort	Winter 2021	Planning

PROGRAM/DEGREE MAPS

Each Program of Study 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 related to their meta major and program. 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, and students can customize their academic plans by working with an adviser or faculty member to address their individual context.

Minimum Requirements:
By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), default course sequences are established for each program and have been reviewed cross-departmentally to identify potential conflicts, and complementary and toxic course combinations.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:
A critical component of Guided Pathways is ensuring that instructional programs and services align with student end goals, simplified choices through program maps, and curricular coherence. In 2016, Instructional deans and faculty begin designing draft program maps and scope and sequence tables that illustrated ideal course sequences. This work was initiated primarily at division meetings or via e-mail. Completion of the program maps proved challenging during this time period because faculty perceived the effort to be administrator-led, the campuses' areas of study (meta-majors) were not yet defined, and because faculty participation from one division meeting to the next wasn't consistent, making it difficult to carry this work forward.

In preparation for the completion of program maps and the college's year seven accreditation visit, it was confirmed that all programs of study have defined learning outcomes. Bachelor of Applied Science (BAS) degrees and professional-technical degree and certificate programs have developed learning outcomes in concert with Technical Advisory Committees. Academic Programs of Study follow the specific learning outcomes associated with their Area of Distribution, as well as the outcome related to the Associate of Arts, Associate in Business, and Associate of Science degrees.

In Spring 2018, the district adopted a definitive list of eight Areas of Study: Business & Accounting; Culinary, Hospitality & Wine; Health and Medical; Skilled Trades & Technical Training; STEM; Social Sciences, Humanities & Languages; and Art, Design & Graphics. Through a participatory process that included campus-wide surveys as well as discussions at division-wide meetings, a proposed list of program pathways (programs of study) were identified and categorized within the eight Areas of Study (Meta-Majors). This list was finalized and formally adopted by the Guiding Team in September 2018.

In Fall 2018, faculty initiated a proposal to make the program mapping process faculty- and advisor-led which was approved by the Guiding Pathways Leadership Team. A campus-wide call for participation was sent-out resulting in eight faculty (one from each Area of Study/Meta-Major) being selected to serve as the faculty leads for this project along with the eight advising leads (the same advisors already selected to serve as Advising Leads for each Area of Study). Together, the faculty and advising leads were tasked with the following:
- To work with the program mapping team to vet and finalize a program map template design for campus-wide use.
- To vet and finalize the program maps and exploratory sequence under each designated Area of Study. This will require meeting and collaborating with faculty and advisors in each Area of Study as well as other stakeholders where applicable.
- To work with the program mapping team to address known issues such as the over- and under-representation of certain courses.
- To provide ongoing and timely updates to faculty in each Area of Study on the status of the program mapping process.
- To work with the program mapping team to generate a systemic and iterative process for updating/refining program maps moving forward.
- To collaborate with a wide variety of stakeholders throughout the process including other faculty and advisors, instructional deans, the PIO office, and the Guiding Team..

This move resulted in greater faculty participation and a greater sense of urgency around this project. During Fall 2018, 30 rough draft program maps were completed by faculty within the Academic Transfer and Professional & Technical divisions. The initial rough drafts were developed by faculty with the goal of providing students coherent pathways from college entry through completion or transfer. Faculty from each program of study was then asked to submit their program map drafts using a custom-built assessment form that asked faculty to vet maps using College Spark grant deliverables as well as program map best practices identified in Community College Research Center (CCRC) reporting. Faculty noted if the identified program mapping and exploratory sequence deliverables were "present," "absent," or if changes were needed.

Faculty and advising leads then used the assessment forms to guide the program map revision process. In addition, attendance at the Winter College Spark Cohort Retreat sparked debate about where to begin the maps. An evaluation of available placement data revealed that approximately ½ of our student population started their studies at the pre-college level, so did it make sense to start our maps at the college-level or pre-college level? This led to healthy debate and questions about equity and fairness. Ultimately, the group decided to make the second draft of program map drafts start at the pre-college math-level (Math 94/95).

Between January-March 2019, the work group collaborated with faculty and advisors in each area of study to ensure the program map drafts included clearly defined pathways that aligned with further education and career advances, articulated to transfer institutions, and included relevant advising and exploratory co-curricular recommendations to help guide students to the most appropriate program of study in each area of study. By March 2019, a second (revised) set of over 50 new and revised program maps was generated.

The program mapping lead used the second-set of program maps to engage faculty in the "thorny issues" the campus community had raised around program mapping. For example, all courses listed in the revised 2nd draft program maps were charted on an excel file to identify which courses were listed (or not listed) and to identify courses that were over- or under-represented on program maps to guide further revision efforts. Time was also devoted to exploring whether the program maps should articulate just to a specific degree type (such as the AA-DTA, AB-DTA, etc.) or if they should also be mapped to meet transfer requirements to one or more nearly baccalaureate transfer institutions (we ultimately decided to just map to specific degrees). Time was also spent discussing whether it made sense to start all program maps at the pre-college math level. To facilitate those conversations, two math faculty were brought on-board to lend their expertise to the discussion and to help guide the program mapping work group's efforts to identify the best math pathways for each program map. Finally, attention was paid to the number of program maps generated with a decision to eliminate several maps for the time being.

In April 2019, a third revision to the program map drafts occurred. The group decided to generate two program maps per program of study—one that begins at the college-level and another that begins at the pre-college level. This set of program maps was then made available to the campus community for campus-wide review. Faculty, staff, and administrators were invited to submit feedback via an online feedback form. In addition, time was set aside in division meetings to engage faculty in the program map feedback process and two all-campus drop-in meetings were advertised and scheduled where anyone in the campus community could drop by, review program maps, engage in discussion, and offer feedback via a paper feedback form. As a final step, the program mapping team reviewed the maps against the College Spark Program Mapping Rubric as well.

Before spring term ended, the group finalized the visual/graphic design for our first set of published program maps as well. Over 40 program map designs were evaluated by a small sub-group who developed and proposed our initial template design in January 2019. Since that time, faculty and advisors have provided feedback and suggested revisions to the proposed program map design. Our latest college-level program map design can be found here and a video that explains some of the thinking that went into this design can be viewed here.

It's worth noting that while these default schedules will be designed to lead to more on-time completions, the college still plans to encourage students to customize their education plans by working directly with an advisor. Students will also continue to rely on individual educational plans, the degree audit system and information on the website to navigate their program requirements.

PROGRESS:
The program mapping group implementing changes based on the feedback collected last year and was able to work with the PIO office to publish 29 of the 45 program maps generated for student use in early Summer 2019. We initially only published 29 because moving the maps from draft to polished-form was more time-intensive than anticipated. We soon discovered that while each draft looked complete, there was often a lot of little details (such as whether a course should include an ampersand in the name) that needed

to be verified with others. Also, while having a team of 16 faculty and advising leads made the map creation process more inclusive, it also led to draft program maps with minute differences that needed to be addressed before publication. As a result, we ultimately decided to have one person in charge of polishing all program maps to ensure consistency in approach, look, and formatting across the entire set. That individual decided to focus on completing the program maps for Academic Transfer (29 in total) first because no program maps of any kind existed for that unit whereas our other instructional areas (such as Prof Tech) already had materials in publication that replicated much of the information found on the program maps we drafted.

Fortuitously, this work coincided with the South' launch of a new and improved website that improved the website's look and user experience and made it easier for students to find the information they need quickly. Because this work was happening simultaneously, the Program Mapping team was able to inform the look, design, and content of the program pathway web pages. In many cases, the descriptions of the programs on the course website are simply extended versions of the descriptions found on the program maps. Also, all headers on the website coincide with the headers found on the program maps. Finally, the text is similar on the website and program maps, but the website includes more hyperlinks to outside resources for students to access.

We also implemented a way to code, update, and track program maps this year. Per this Guided Pathways College Spark grant--degree seeking students must choose an Area of Study upon intake and onboarding and within two quarters select a program map (major of study). As a result, reporting/coding needs must be taken into consideration. Each of the program maps we created are associated with a specific degree-type (e.g. AA-DTA, AB-DTA, AS-T, AAS, AAS-T, etc.). Last year, we recognized that our current system of merely coding students by degree type was not sufficient. For example, 15+ programs of study at South will be based on the AA-DTA, so merely coding for that degree won't help us determine which Programs of Study students will be selecting at our college starting Fall 2019. Not having this data would have hindered South's other guided pathways efforts such as the Advising redesign and scheduling reform efforts.

Creating the coding and processes to meet this need ended up being a huge lift for us this year. We not only needed to develop codes to associate with each program map, but we needed to build-in the processes and procedures that would allow our advisors to track/verify that all students were placed into an Area of Study during our "steps to enroll" process and either placed into a program pathway immediately (if students knew what they wanted to pursue) or within the first two quarters (if they needed more time to make a selection).

Prior to starting this work, our professional/technical, Workforce, and BAS programs had already developed individual codes for their program pathways. But that wasn't the case in Academic Transfer. In that area, most students were assigned a "2200" code in SMS to designate they were pursuing an Associate of Arts (AA) degree in Liberal Arts. To accomplish this work, research into coding practices across the SBCTC system as well as meetings with multiple stakeholders was conducted. In summer, we shared the information collected at a half-day coding retreat conducted for the entire district with over two-dozen stakeholders in advising, registration, financial aid, and instruction present. Multiple follow-up meetings were scheduled that term to finalize a coding structure and process. By November 2019, the new coding structure was finalized and we decided to implement it at South starting the beginning of Winter quarter 2020. This new coding structure allows South (as well as Central and North) to track student progress in a new, more sophisticated way. We can now track students' confirmation of Area of Study and Program Pathway and we also have established codes for undecided students as well as students who indicate "interest in area of study, but not specific program." More details about our coding structure and processes can be found here: link.

The codes and processes are new, so we are still in a data-gathering and refinement stage. Currently, a code for area of study (or program pathway if students are ready) is added by students when they apply to college during our "steps to enroll" process and is confirmed prior to registration (usually at the mandatory New Student Orientation) by Student Services Staff. We later used their coding to send them targeted messages through our CRM system. For example, reports are run in SMS to confirm that students have selected their Program Pathway by the 2nd quarter. Students who have not selected their program pathway by the beginning of third quarter are sent one of three "advising intervention" messages we created through our CRM that directs them to campus resources they can use to help them explore as well as invites them to meeting with an advisor one-on-one to finalize their program pathway selection. Data collection is currently being conducted to track the success of these efforts and to inform next steps.

Additional progress in this area was impacted by Covid-19. We had a plan in place to publish our Professional Technical program maps, complete a campus-wide re-review of our Academic Transfer maps (in coordination with a campus-wide review of the annual schedule we drafted to ensure there was alignment between the two) and we had a small team of BTS, IEP, and ESL faculty working on a revised-approach we wanted to take with our program maps to better support students who start at the pre-college level. All of this work

was slated to occur spring term and had to be halted when our campus was shut down due to a Covid-19 case on campus. Our faculty, in particular, did not have the capacity to adjust to emergency remote instruction and complete program mapping work at the same time. So, we decided to halt work on program mapping for Spring and Summer 2020 with plans to resume this work next fall instead.

REMAINING GAPS:
We need to complete the work we were scheduling to complete spring term prior to Covid-19 hitting us. This feels feasible to us. We are confident in our ability to publish our Professional Technical maps next Fall for example. Our BTS, IEP, and ESL faculty also feel confident they can complete the pre-college program map redesign they were working on for campus-wide review and possible adoption by next Fall or Winter as well.

What we're not yet sure we can do is make sure our program maps are informed by our annual schedule and vice versa. We've had to scrap the annual schedule we built with faculty this year and move back to scheduling on a quarter-by-quarter basis due to Covid-19, and to a lesser extent, the 2+ year West Seattle Bridge closure. With enrollment up-in-the-air and the lack of clarity as to when/how we can offer some of our Professional Technical and Lab courses, it's simply not possible to do this sort of long-term planning work until we return back to normal or we have a few more quarters of this "new normal" under our belt to make more informed decisions about scheduling, and in turn, the program map revisions we need to make to complement our scheduling improvements.

Last but not least, we continue to recognize the limits of using paper-based program maps which are difficult to update and maintain. Moving to a web-based program map would allow us to more easily keep information up-to-date as well as create customized program maps that articulate to specific transfer institutions in the area as seen in the program maps featured on Bakersfield College's website. We are in touch with the Bakersfield College team and are exploring what it will take to adopt their technology for use in the Seattle Colleges. This is a future improvement we hope to move towards in the next 1-3 years.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.
- No later than **year 2**, please submit your completed program maps with your work plan.
- No later than **year 3**, please include in your status update explicit details regarding the extent to which maps are being used by students at scale and utilized to inform scheduling.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
Finalize the production and publication of our Professional Technical program maps (contingent on our graphic designer being able to access his design program on campus to work this work)	PIO Office	Access to on-campus resources	Fall 2020	Planning
Complete "new concept" pre-college program maps for the campus to review and consider adopting.	ESL, IEP, BTS faculty team	Time and effort	Fall 2020	Early Implementation
Address pre-requisite errors identified in SMS, ACAS, the quarterly online schedule and/or district catalog to facilitate program mapping efforts.	Program Mapping Team, Deans, Advisors	Time and effort	Spring 2021	Scaling

Ensure program maps are used by instructional leadership when designing the annual schedule.	Program Mapping Team, Scheduling Team	Time and effort	Unclear	Unclear
Develop a systemic and annual maintenance process and schedule to update program maps when changes occur.	Program Mapping team, Deans	Time and effort	Spring 2020	Planning
Continue discussions about converting program maps to a web-based format that will allow for further customizations as well as updating via a centralized database	GP Leads, IT	Time, effort, funding, and district approval	Spring 2023	Iterative

COMMUNICATION

There is a college-wide understanding of 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.

Minimum Requirements:
By the end of the **first year (**Early Adopter Cohort One Spring 2017; Early Adopter Cohort Two Spring 2019; Final Cohort Spring 2020), Guided Pathways vision and goals are clearly communicated throughout the college. By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), communications materials have been created and website has been updated to effectively inform students about each Meta Major and Program of Study or there is a plan in place to do so during the third year; the college's website contains detailed information on the employment and further education opportunities targeted by program.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Current state
 The Guiding Team developed 4 criteria to guide campus communications around Guided Pathways that continue to serve us well to this day. They are:

- It reiterates the overarching GP plan and identifies where we are in the process. Describe GP in a South-specific context by relaying the overarching plan and timeline, updates on concrete progress, and major milestones on the horizon.
- It reiterates the purpose of GP work. Communications should always mention this work is about improving equitable student achievement.
- It translates the theory into concrete scenarios and examples of success. Articulate the types of changes that we expect different areas of the campus community to experience by using examples from other colleges and when possible, promoting peer-to-peer exchange of information. When describing South's progress, anchor the description in concrete examples of specific people or programs so people know where or to whom to turn for more information and discussion.
- It maximizes opportunities for GT members to listen. Structure in-person communications with prompts or framing questions that reveal areas of greatest interest and/or concern or resistance. Use written communications to reflect what was heard and deliberated or refined. Clearly identify members of the Guiding Team so that there are multiple points of contact for campus community to tap for information.

Examples of ways we have communicated Guided Pathways vision, goals, and planning efforts since we were awarded this grant include:
- Monthly/quarterly newsletters and e-mail updates
- Website landing page (with information about Guided Pathways, the Guiding Team, the history and timeline of Guiding Pathways at South, progress updates, resources, ways to get involved page, etc.)
- Publication of Guiding Team meeting minutes via the website and campus e-mail.
- Formative communications for targeted audiences (e.g. Advising redesign updates that are just sent to Advisors, etc.
- In-person updates from Guiding Team members at campus meetings and events.
- Professional development on Guided Pathways elements and practices, targeted for specific areas/audiences.
- Campus and unit-specific surveys
- Quarterly all-campus meetings spotlighting a different critical workgroup; culture of evidence, equity and student voice (unfortunately the student voice all campus meeting was canceled due to COVID-19.
- Data Byte professional development opportunities for faculty
- Placement of Guided Pathways as a standing topic as select college wide, division or unit meetings

- Formation of Seattle (Guided) Pathways Steering Committee and leads team.
- District Seattle (Guided) Pathways website
- Seattle Pathways Year in Review – District wide meeting

Progress:
Overall, we're happy to report we met all of our goals set forth this year and are on-track to meet the deliverables for this essential practices. Specific tasks or goals we accomplish this year includes:
- Program information arranged is arranged on South's website by Area of Study with clear links to program information and program maps. Potential student information has been re-organized to highlight audience based enrollment steps (1st time in college, prior college experience, international, high school program, etc.) in order to provide customized and more relevant information.
- Guided Pathways CANVAS site
- Campus engagement focused around critical work groups and 3 key metrics
- Decision to create three critical workgroups to providing overarching leadership and support of all GP efforts. The three critical work groups are: Culture of Evidence, Student Voice, Equity
- Decision to narrow our data-informed focus this year to 3 key metrics = Admission conversation rate, retention rate (fall to winter & fall to fall), DFW rate (unsuccessful grades). All of these data points are leading indicators that can better position us to see if our Guided Pathways efforts are working.
- South's work on program mapping and areas of study (meta majors) influenced our sister colleges and District office to organize program in formation in a similar format. Our District Office recently launched a new website and with much work and input from the Seattle Pathways Steering Committee, developed and aligned program information across all three of our colleges. The outcome is represented by this new flyer, which is incorporated into outreach and marketing materials.

Remaining gaps:

- While we have become more sophisticated in our use of student voice, an increase in student voice, feedback and participation remains our top priority.
- Ensure South's efforts are integrated and aligned with district-wide Seattle Pathways efforts
- Launch CANVAS Guided Pathways Learning course for campus

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
Ensure campus & Guiding Team are informed about district-wide Seattle Pathways efforts	Guided Pathways Leads Team	Time & effort, information from Seattle Pathways	ongoing	iterative
Hire Student Voice Ambassadors and work with them to develop a diverse student focus group to gather feedback on the website experience and the GP experience in student services and instruction interactions.	Student Voice Committee & PIO Office	Time & effort, coordination	Fall 2020	planning

Finalize content in Guided Pathways Learning CANVAS course and launch across campus	GP Co-leads, Title III Director & Special Projects staff member	Additional content, final review	End of summer 2020	Early implementation

TECHNOLOGY

Technology is in place that allows registration, advising, and progress monitoring systems to support full Guided Pathways implementation. For example, the college is able to: record the Meta Major and Program of Study for each student and produce reports that summarize enrollment in various programs, effectively block schedule courses for Programs of Study, and monitor students' progress relative to their academic plan.

Minimum Requirements:
By the end of the **first year** (Early Adopter Cohort One Spring 2017; Early Adopter Cohort Two Spring 2019; Final Cohort Spring 2020), the college has defined its technology needs to facilitate changes to advising, registration, and progress monitoring. By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020;Final Cohort Spring 2021)**,** a detailed plan is created for any long-term technology changes and by the beginning of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two 2021; Final Cohort Spring 2022) short-term or interim technology systems (if needed) are operational that allow essential information to be collected until a more comprehensive technology upgrade occurs, if necessary.

NOTE: As currently written, the third year requirement would actually be a second year requirement for the final cohort, given the spring 2021 due date. Do you want to make this a second year requirement for the final cohort? If it's still a third year requirement, the due date needs to be changed to Spring 2022. This is also the case with the intake essential practice.

Status Update

Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Current state
- Starfish student success plans, mandatory advising checklist which includes: 1) Confirm Program of Study by 2nd quarter. 2) Complete a full educational plan, approved by an advisor by 3rd quarter. 3) Engage in transition planner, either career or transfer. 4) Apply for graduation quarter prior to final quarter.
- Advisors assigned to Area of Study and track students within their assigned area.
- Area of Study (meta major) coding within our HP Legacy system, implemented by the State Board.
- Program Pathway coding. Codes were created summer/fall 2019 and implemented Winter of 2020 to identify what stages of program selection for students. Undecided, exploring an Area of study, then confirmed in a program aligned with a program map. Quarterly reports are run to identify which students are in which codes. Initial outreach is by email and through starfish to outlines steps students need to take to confirm a program pathway by their second quarter.
- Starfish timeline
  - Spring 2018 – Student Success Technology selection process
  - August 2018 – Selection and contracting with Hobsons for Starfish
  - Fall, 2018 – Work begins across student services and IT to setup and configure Starfish for initial use at Seattle Colleges
  - May 1, 2019 – Starfish launched for Advising services across Seattle Colleges. Users include all enrolled students.
  - Summer 2019 – Admitted but not enrolled students brought into Starfish
  - Fall 2019 – Early Alert pilot, Seattle Promise starts tracking milestones in Starfish
  - December 2019 - Technical work begins on implementing Starfish Strategic Analytics platform
  - Winter 2020 – Tutoring services at South and Central start using Starfish (in various capacities depending on program needs)
  - Spring 2020 – First Progress Surveys used to collect student progress feedback from instructors of TRiO students
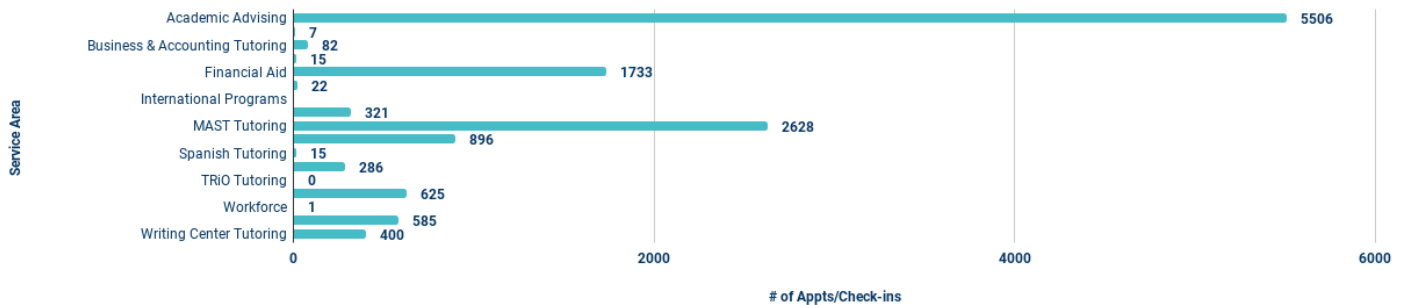
Progress:

Overall, we're happy to report we met most of our goals set forth this year and are on-track to meet the deliverables for this essential practices. Specific tasks or goals we accomplish this year includes:

- Expanded use of Hobson's Starfish as a powerful tool to communicate with students, track their progress, connect with faculty for student success, and produce reports and analytics providing a broader picture of student success.
- **Four-point mandatory advising checklist** implemented in Starfish. Advisor monitor and indicate completion of each step. Advisors use Starfish to reach out to students who have not completed steps.
- **Starfish student success plans**, mandatory advising checklist which includes: 1) Confirm Program of Study by 2nd quarter. 2) Complete a full educational plan, approved by an advisor by 3rd quarter. 3) Engage in transition planner, either career or transfer. 4) Apply for graduation quarter prior to final quarter. Implemented Winter quarter 2020 and currently being scaled.
- **Service appointments:** South Seattle services recorded 13328 student meetings (including self-service check-ins at tutoring kiosks) in the first year of Starfish use.
-

South Appointments by Service Area
First year of Starfish

Service Area	# of Appts/Check-ins
Academic Advising	5506
Business & Accounting Tutoring	7
Business & Accounting Tutoring	82
Financial Aid	15
Financial Aid	1733
International Programs	22
MAST Tutoring	321
MAST Tutoring	2628
Spanish Tutoring	896
Spanish Tutoring	15
TRiO Tutoring	286
TRiO Tutoring	0
Workforce	625
Workforce	1
Writing Center Tutoring	585
Writing Center Tutoring	400

Strategic Analytics: Our IT and Institutional Effectiveness teams have been hard at work building the data foundation for the Starfish strategic analytics module. This tool takes 10-years of our anonymized student data and uses the national Predictive Analytics Reporting (PAR) framework, to identify attributes of our student that most contribute to student success. The Strategic Analytics module also includes powerful tools to explore student outcomes at the course and program level. Strategic Analytics will initially be a resource provided to our college Guided Pathways teams this summer.

Early Alert
- Early Alert is a major component of Starfish. It encompasses several communication and case management tools. We held a pilot in Fall 2019. The full pilot report with faculty and student feedback was made available to the campus community.

- Not all of Starfish's Early Alert tools are fully utilized as the work has paused to recalibrate and address concerns of equity impacts related to the current District-wide approach.
- We have made use of the Early Alert features to support TRIO attendance check-ins and mid-quarter feedback during Spring Quarter.

Next Steps:
- **Campus Services Appointment Feature:** During the Covid-19 closure, Starfish's appointment feature was utilized to streamline and make it easier for students to make appointments for a variety of campus services such as our math and writing centers. Student feedback needs to be collected and assessed to determine if we want to continue using this feature once on-campus revisions resume.
- **Canvas adoption**: During Summer quarter we will use automated messaging to support Canvas adoption during the crucial first few days of the quarter. These messages will go to students who have not yet accessed their Canvas course, and advisors and faculty will be able to see whether students have accessed it as well.
- **Raise a hand**: Starfish Early Alert includes a tool for a student to ask for help, even if they are unclear which office to ask. We are working with different offices to have this setup.

Remaining gaps:

(Note: Starfish and ctcLink/PeopleSoft projects are managed for all three of the Seattle Colleges through the District Office. Remaining gaps have been identified by District Partners who also set the timeline and action plan to address those gaps.)

ctcLink/PeopleSoft
- Continued learning about PeopleSoft capability and functionality
- Awaiting implementation of ctcLink/PeopleSoft February 2021. This will require significant staff time and resources in preparation.

Starfish
- **Careers**: Starfish includes a Careers module that provides a soft-skills assessment to recommend possible careers to students. Our advising and career services staff would prefer a career-discovery tool that is interest-based rather than based on personality profiles.
- **Education Planner:** Starfish includes an Education Planner that provides online, self-service planning tools for students. This tool compares the student's transcript, degree and course requirements, and course schedules to allow students to create an accurate multi-quarter Education Plan. Seattle Colleges held a technical investigation meeting with Hobsons in June 2019 to understand the data we would need to provide to Hobsons to allow this system to function. In conversation with IT and institutional research stakeholders, we realized we did not have the necessary underlying data to make this function. After completing the move to ctcLink/PeopleSoft, we will be able to integrate the Education Planner with ctcLink and have this work quite well.

Through the Early Alert pilot and subsequent conversations, we have identified several big institutional questions we need to address:
- **Progress Surveys for all students?** A mid-quarter progress survey in Starfish is a simple way for an instructor to provide early feedback to a student, and to inform advisors and other student support staff how a student is doing overall in a course – before final grades are given. We know many instructors already have techniques for providing this feedback to students directly, and we also have programs like TRIO where this feedback is an important part of the methodology. The big questions is whether we *have the staffing capacity to* ensure all students can receive this type of early feedback.
- **Instructor role?** As we began to design Notifications that instructors could raise that would be acted on by advisors, we realized that we needed to better define when an instructor should reach out to advisors and student support services. We also realized a need to think about and communicate what steps instructors should take in different scenarios. *(What steps would we ask an instructor to take before reaching out to an advisor or raising an early alert?)*

- **Equity Mindedness?** Seattle Colleges is committed to being an "exemplary learning institution" for all students. To do this, we cannot ignore the exclusionary practices, policies, and structures nor the historical contexts that have led to educational disparities for students of color. We need to be equity-minded in how we use early alert tools by identifying existing stereotypes that harm student success, reassessing our existing policies and practices, and acknowledging racial gaps to ensure institutional early alert practices reflect our values and support all students, especially those who are historically underserved.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status:* *Planning, Early Implementation, Scaling, Iterative*
Assess results of surveys of faculty, students, and staff regarding their technology needs in remote/online teaching, learning, and working. Follow-up with focus groups as appropriate.	IE, MOSS, Instructional Council, e-Learning	Leadership & faculty collaboration; student voice	Summer 2020	Planning
Engage & participate in ctcLink/Peoplesoft training	Student Services, leadership. Instructional leadership, Admin Services,	Time	Ongoing up to and after Feb 2021 go live	Planning & early implementation
Work with Starfish functional team to continue to expand Early Alert	Starfish Functional Team, Advising Team, Faculty	Faculty collaboration, time & training	AY 2020-21	Early Implementation to scaling
Continue to learn about ctcLink/PeopleSoft capabilities for program monitoring and educational planning	Coding Team, Advising Team, IR	Time and training	Ongoing up to and after Feb 2021 go live	Planning
Continue to highlight need for expanded functionality in Starfish, especially related to its Degree Planner tool	Advising Team, Starfish Functional Team, District partners	Time, training	Ongoing up to and after Feb 2021 go live	planning

INTAKE

Every new credential-seeking student is helped to explore career/college options, choose a Meta Major upon enrollment, and enter a Program of Study 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/degree maps created by the faculty.

Minimum Requirements:
By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), a plan for an intake and orientation system that meets the provided definition has been created and it includes a mechanism for making it mandatory for students to choose a Meta Major upon enrollment and a Program of Study within two quarters. Please be sure to describe this mechanism in this document. By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), this plan is fully implemented and it is refined in years four and five as needed.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Current state
- Revised mandatory New Student Orientation so that students could be helped to clarify their goals for college and careers and create a preliminary academic plan based on the Area of Study or Program Pathway they selected.
- Transfer Info Sessions for Program Exploration implemented in Spring Quarter. Prof/Tech Info Sessions continued. Virtual Options now available.
- Communications plan created for undecided students in partnership with the Advising Redesign Work Group.
- Program exploration plan in development with WorkSource Career Center, Advising, and Basic and Transitional Studies.
- Made improvements to our "Steps to Enroll" process. The most significant changes we made was to revise this process with an <u>audience-based</u> approach and to develop a draft intake survey to collect more information from students so that we can better tailor our services and referrals to them. We also secured Student Technology funds to develop videos to augment this effort.
- Pursuing a whole system change to support Intake and Onboarding efforts through the creation of a <u>Welcome Center</u>. To date, over 15 campus stakeholders toured Clover Parks' Welcome Center. Since then, key research has been conducted, surveys were sent out to faculty and students to gauge interest and college feedback, and a task force was formed to evaluate how a Welcome Center might improve enrollment processes, communications, and experiences for students as they enroll.
- Coding for transfer students is implemented to identify the area of study or program pathway a student is interested in. The coding structure was developed in a special retreat with representatives from across the district. The agreed upon coding was developed and approved by district leadership. South is using this coding to track students who have confirmed their program of study and to identify those who may benefit from an intervention.

Progress:
Overall, we're happy to report we met many of our goals set forth this year and are on-track to meet the deliverables for this essential practices.   Specific tasks or goals we accomplish this year includes:
- Program Pathway & Area of Study Language is updated and articulated for students in New Student Orientation.
- Subcommittee meetings have begun on creating an Explore Landing page on our website. A subcommittee is identifying to goals of the website.
- Transfer Info Sessions were developed in Winter Quarter and piloted in Spring. With COVID, we were only able to do our first pilot at the end of Spring Quarter. We got one person so far who has committed to enroll. They reported their confidence in their program of study was enhanced by meeting with faculty during the info session.

- Prof/Tech Info Sessions have continued strong in Winter Quarter and Spring Quarter. The workshops have been refined to group and speak about Programs of Study as they align with Area of Study. This shift has allowed us to provide more detailed information regarding the quarter by quarter courses students will take in each Program of Study. We are now offering these virtually and plan to create recordings for each program in the future.
- Audience Based Enrollment Steps Landing Page continues to be live on our website. Due to COVID, we are needing to update these to reflect the shift to virtual operations, but overall have been well received by incoming students and campus staff.
- Draft of a South Intake Survey developed
  - We have developed a draft Intake Survey with 4 primary sections: Student Demographics, Education Background, Funding, & Support Resources. Our Intake & Onboarding Group is working to streamline the back-end triage process to assess student answers to the intake questions to ensure we can provide students with customized intake guidance. The Intake Survey's implementation will evolve alongside the proposed Welcome Center model and will need to develop around how various departments integrate their services.
- Placement triage for enrollment is being researched and redesign efforts are underway in partnership with Assessment Services. We plan to use this information to shape interventions that will happen upon request of students and in relation to the Intake Survey.
- Key research, staff & student surveys, and outreach and visioning started for Welcome Center proposal in March.
  - 44 staff members spanning Administrative, Student, and Instructional service departments provided a large amount of qualitative data regarding the concept of a Welcome Center. We gathered staff perception on the biggest barriers students face in enrolling, what services should be included in a Welcome Center, what values should be present in the Welcome Center's activities, and for concerns or hopes regarding the implementation of a Welcome Center. We can summarize the most common themes of the feedback gathered as follows:
    - Student Preparedness: Resources, Books, Financial Aid, Important Dates, Important Processes
    - Comprehensive Action Steps Specific for Student
    - Support and Advocacy through Enrollment
  - We also did a Student Survey targeted at current students in their first year. With 136 student responses, our research determined that 95% of students believed a Welcome Center would be 'Helpful' or 'Somewhat Helpful'. Over 22% of students responded that Financial Aid or Funding were the most challenging part of enrolling, while 12% pointed to Class Selection and others pointed to Advising and Steps to Enroll. 15% of students recommended that Campus Resources, like Transportation and technology access, would be a necessary component of a Welcome Center alongside Funding & Advising support.
  - We are currently developing a proposed Welcome Center model which will be supported by survey data gathered from Students and Staff. The initial introduction of this model will take place within our Intake & Onboarding Group. Once the model has been dissected and is supported by the majority of group members, we will begin gathering feedback from our larger campus. This will spearhead negotiations and the need for Cabinet-level approval if it is to move forward.
- Communications plan created for undecided students. In partnership with the Advising Redesign Workgroup and Coding Subcommittee, we have created communications that will go out to students who have not confirmed their program of study. These communications point students to interventions to with our Counselors, WorkSource Career Center, with their Advisors to assist them with narrowing down their focus, and with a request to update their status if they have decided. We are trying this new communication strategy with our CRM to identify read rates and see if they move forward to the call to action for the intervention.
- Explore Workshops have developed into more of a project to identify how we want to guide students to explore programs at our campus. In development with WorkSource, Advising, and Basic and Transitional Studies, we are reviewing what we currently offer across our system for students to explore, and our plan is to better identify gaps and develop a triage system to what we currently have. Ultimately, we plan to create a framework of guidance to be used as a campus resource and build a plan to fill any gaps identified.
- Coding Subcommittee is working closely with us to continue to improve the accuracy of the data coming out on tracking a student's program of intent. We are learning about data updates in our student management system and creating a process flow of how to better gather that data. The hope of our group is to become an entity that can update program intent codes as we meet with students when they do the intake survey and/or at the point of orientation at our campus.
- We have started a district wide discussion to identify a shared meaning of intake and onboarding for our district.

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- Quickly adopted and scaled use of an on-line chat feature in response to campus closure due to COVID-19. This allows us to connect with, respond to, and refer students in real-time when students visit our website.

Remaining gaps:

- Update website communications for Audience Based Steps-to-Enroll to reflect virtual services across the campus for enrollment and exploration.
- Continue Transfer Info Sessions to scale up and get more student participation.
- Welcome Center Proposal approval by Intake & Onboarding Group and feedback from larger campus. Create a finalized proposal for Cabinet review.
- Develop back-end triage process for Intake Survey questions being answered and finalize process of how interventions will be carried out to students. High priority to finalize triage process for funding and assessment. Implement use of Intake Survey for August 2020.
- Develop finalized plan for exploring programs at South and what interventions are needed. Implement in Fall 2020.
- Develop Enrollment Workshop for students with guided help with enrollment. Implement August 2020.
- Develop the Tracking Plan for students in the enrollment process. Look to Seattle Promise for possible pilot option.
- Continue to create video content on exploring our programs for each pathway.
- Updating our Steps to Enroll. There is pressure for us as a district to align our systems so students can easily move between our colleges, and we originally had adopted a shared version of Steps to Enroll. There are sub steps that differ across the campuses, but our Steps to Enroll provide a general outline of the flow of intake. As we move forward in improving the experience and system for students, we will need to better emphasize exploration as a step in the process. Our team is working on advocating that this step also be embedded in our district-wide Steps to Enroll.

Please note:
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- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to intake.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status:* *Planning, Early Implementation, Scaling, Iterative*
Update website Steps to Enroll information to reflect virtual options	New Student Services (NSS) & Communications Team	Time	July 2020	Iterative
Survey current resources for exploring programs at South and identify gaps we need to address.	Workgroup	Time	July 2020	Planning
Create a triage guide for students and for staff to articulate the best interventions for students based on their situation. Integrate into Intake Survey and outreach services.	Workgroup	Time	August	Early Implementation
Gather campus feedback for Welcome Center Proposal	Workgroup	Time	July	Planning
Finalize Welcome Center Proposal and Present to Cabinet	Workgroup	Time	August	Planning
Intake Survey 1.0 version of questions and interventions finalized	Workgroup	Time	August	Early Implementation

Scale Info Sessions for 2020-2021 Academic Year: Dates Booked and Marketing Finalized for Prof/Tech and Transfer Program.	Vanessa C.	Time	August 2020	Scaling/Iterative
Support Summer District meeting to define Steps to Enroll across the District.	Workgroup	Time	August/Sept	Planning
Design Enrollment Tracking Report of students who do intake survey	NSS and TRiO EOC	CRM	August	Early Implementation
Develop Enrollment Workshop to implement intake survey	NSS and TRiO EOC	Time	August	Early Implementation
Monitor Enrollment Workshops over summer to refine Intake Survey and Interventions. Review Demographic Data of those served.	Workgroup	Time	September	Iterative
Scale Intake Survey and Tracking Report for all students who apply for Winter 2021.	NSS	CRM and Time	September	Scaling
Start creation of videos for each program pathway to scale info session content.	NSS/Faculty Champions	Zoom and Time	December	Scaling
Update Steps to Enroll to include exploration step.	NSS/Workgroup	Approval	June	Scaling

ADVISING

Advising is mandatory and intrusive for all credential-seeking students. Advising facilitates entry into a Program of Study 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 Meta Major or Program of Study level with students assigned to advisors appropriate to their academic goals.

Minimum Requirements:
By the end of the **second year** (Early Adopter Cohort One Spring 2018; Early Adopter Cohort Two Spring 2020; Final Cohort Spring 2021), a plan is complete that demonstrates how the college will provide advising aligned with Guided Pathways as defined above. By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), this plan is fully implemented and it is refined in years four and five as needed.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Current state
We are very cognizant of recent feedback from College Spark raising concerns about South's ability to meet this essential practice. It's worth noting that our advising model is unique among the 10 colleges selected for this College Spark Guided Pathways grant. Our advising model was also singularly unique among the 30 colleges nationwide selected in 2015 for the American Association of Community Colleges (AACC) Pathways Project. So what makes us unique? South does not have faculty advisors, only professional advisors. And while our district has attempted to include faculty advising in numerous contract bargaining sessions over the years, it has not come to fruition. As a result, our small team of professional staff advisors has the full responsibility of guiding a student from intake to graduation. And like other schools, we also have some advisors who are housed under grant-supported programs (such as TRiO and Seattle Promise) that are contractually required to limit their caseload which creates added pressure for the advisors housed out of the Advising Center who are tasked with advising everyone else.

In a time period when community college budgets are shrinking, not expanding, it's unlikely that South will acquire additional funding to hire more advisors or meet the compensation requested by faculty to add advising duties to their contractual workload. We are conscious of not wanting to create unhelpful barriers to student progress and we are committed to providing sufficient structure and resources for student success. While we continue to creatively problem-solve this dilemma, we are mindful that successful implementation of Guided Pathways is going to look different at every college. For South, this means—in part—that our definition and application of "mandatory" and "intrusive" will look different from the other colleges in our cohort. Since we are shamelessly aiming to be one of the stronger exemplars of Guided Pathways in the state, we are committed to assessing the singular choices we make in advising to meet this essential practice and will continue to perform data analysis and survey students to determine where we need to course-correct, revise, and improve our planning efforts in this area. Without the resources to decrease advisor to student ratios we turn to technology like Starfish to help provide the intrusive and high-touch service to increase student's completion and success.

Currently, we are happy to report that our advisers have moved to having an area of specialty at the Area of Study (Meta Major) or Program Pathway level. Each primary Advisor is an expert on degree and transfer requirements for their assigned Area of Study and contributes resource materials to an internal advising quick-reference guide. This is designed to help non-primary Advisors effectively assist students in each Area of Study when their primary Advisor is not available to meet with a student in their caseload for any reason. It also facilitates better partnerships between advisors and faculty now that we are all aligned by Area of Study.

With Advisors assigned to Areas of Study, students now see their primary Advisor in their Success Network in Starfish. For the first time at South, Advisors can now track students in their assigned caseload and monitor their progress. In order to make this possible, the district-wide Starfish Functional team developed a plan to begin utilizing Advisor ID coding in the Student Management System (SMS), our legacy system as both a way to connect students to the appropriate primary advisor, and also track the Area of Study a given student has selected.

Under this new system, all students are assigned a specific advisor (according to their Area of Study or Program Pathway) upon enrollment and provided with an advising syllabus. This syllabus, which is available on our website and is also handed out to students in hardcopy format, was developed by the Advising Redesign Task Force and originally published for student use in Feb 2019. It outlines Advising's learning outcomes, student and Advisor responsibilities, important quarterly and annual milestones, provides a guide to online tools students need to utilize throughout their college experience, information on how to access Advising Services and how to get the most out of Advising appointments. The syllabus is introduced in New Student Orientation and utilized by Advisors and support staff to help students engage with advising services. It's also used in classroom visits and included in CANVAS courses. As such, it's an essential supplemental tool that South uses to facilitates students' entry into a Program of Study within two quarters and shows them what they need to do in order to progress through completion or transfer.

Advising also takes place through specific programs like TRiO SSS, International Programs, Bachelor of Applied Science (BAS) programs and Counseling. All of the areas that deliver advising, along with other stakeholders, meet twice a month during Advising & Counseling meetings to share information, engage in professional development and collaborate to ensure consistency of the student experience. Further consistency is achieved through the adoption of the guidelines for advising (that all units jointly developed and agreed to) listed in the Advising Syllabus.

Advisors who work out of the Advising Center support students in the following programs: academic transfer, professional/technical, Seattle Promise, Running Start, Basic & Transitional Skills and students new to South going through New Student Orientation. Two advisors work from South's AANAPISI (Asian American Native American Pacific Islander) Center focusing on delivering culturally relevant advising services and some programing. The AANAPISI Center also provides a space for students to study, socialize, engage in programing and access resources.

Starfish: Advising, along with many other departments, starting using Hobson's Starfish May of 2019. It has quickly become an indispensable tool for advisors to communication with students, track their progress, and monitor their Area of Study cohort.

Via Starfish, these mandatory check points and success plans are being used more often to reach a greater number of students (ie: new student success plans). We are currently working with IR to generate unduplicated list of advisees' SID numbers to compare against the number of students enrolled in order to find out how many students are interacting with advising. More refinement will occur, most likely after our CtCLink transition is complete. Starfish has also allowed advising to more seamlessly transition to remote operations in the face of COVID-19 campus closures.

Starfish used to track advising interactions
- Individual appointments, by type
- Drop-in advising
- Tracking triage support being provided via Zoom during remote operations (*equivalent to tracking every student who walks into the advising center needing support*)

This technology is also allowing us to identify how many students are completing our mandatory check points and success plans—and to begin identifying who we are not yet serving. We are planning to develop forcing functionality and processes using this data once we better understand how our systems will change under CtCLink.

Our hope is that this technology combined with the new state-wide CTC-Link student information management system will allow us to track progress to degree or certificate in real-time. It will provide more immediate and actionable information on whether a student is on their plan or off their plan. This information will help us know when and how to intervene with students to ensure timely completion of their degree or certificate. That said, even with Starfish, we still face certain limitations to tracking progress through program pathways with our current legacy system. Advisors and students will continue to use the degree audit system to track course progress toward degree or certificate completion. This system is fed by our legacy system but is not dynamic or interactive and does not alert students or advisors if a student is taking courses that do not apply to the program pathway. We have heard from other schools that this functionality is possible within Starfish, but not until it is matched with ctcLink (People Soft). The Seattle College are scheduled to begin implementation phase November 2020 and fully adopt ctcLink in February 2021. Even after our go-live date in February 2021 our implementation team at District has

estimate we'll need at least a year's worth of data before we can implement the Degree Planner functionality in Starfish that would allow us to dynamically track and monitor student progress.

Progress:
Overall, we're happy to report we met most of our goals set forth this year and are on-track to meet the deliverables for this essential practice. Our biggest accomplishment this year the Advising Redesign Committee's cross-campus collaborative work to develop a South-specific definition of "intrusive" and "mandatory" that outlines mandatory checkpoints for all degree and credential seeking students. To ensure this decision was made inclusively and with the "whole campus" picture in mind, the committee intentionally made sure that representatives from advising, TRiO SSS, faculty, tutoring, enrollment services, and intake/onboarding were part of this definition process. The group also made sure their definition/plan considered the strengths and capabilities of Starfish and matched them with South's existing advising capacity due to our limitation of not having any faculty advisors on campus.

South's definition/plan for intrusive and mandatory advising: Starting Winter 2020, all new students are provided with a four-step success plan that includes:
1. Confirm Program Pathway by end of 2nd quarter
2. Complete an education plan approved by an Advisor
3. Engage in transition planning activity by end of 3nd quarter
4. Apply for graduation quarter before final quarter registration

Adherence to four-step mandatory success plan is being monitored by Advisors using a new check-off system in Starfish. Forcing functionality and processes are still in the evaluation and planning phase; at least 2-3 quarters of data collection of our first implementation phase is needed to perform a comprehensive analysis of this new process/plan. Currently, advisors reach out to students, typically via email, when students have missed progress checkpoints. Additionally, a Completion Coach role was re-filled in June 2020. This role will assist Advisors in program monitoring, especially as students near completion of a degree and need assistance with submitting graduation applications.

To assess this new method and our advising services in general, we implemented in new data analysis process this year that includes tracking the number of completed ed plans, the number of appointments made, and through student feedback collected via satisfaction surveys. This information is disaggregated by race/ethnicity and other student demographics and is discussed at advising meetings and incorporated in quarterly PD planning efforts.

Other progress highlights for this year include:

- New coding for educational programs: In Summer 2019 all thee colleges convened and developed a new coding framework that aligned with program maps, and areas of study. Previous coding for transfer degrees did not allow a level of specificity needed to understand if a student had selected a program of study in a given timeframe. We are scaling the ability to track student progress toward program choice through coding and develop interventions based on student progress. Other sections of this report discuss the coding work in more depth. For more information, please see the PROGRAM MAPPING essential practice section of this work plan.
- Expanded classroom visits (beyond pre-college English and Math) to deliver presentations about advising services, specifically educational planning
- Created and implemented new assessment strategies to gather information about how students are experiencing advising and their satisfaction with advising services.
- A Completion Coach role was re-filled in June 2020. This role will assist Advisors in program monitoring, especially as students near completion of a degree and need assistance with submitting graduation applications.

Remaining gaps:
- Scaling mandatory four-step advising success plans and ensuring all degree and credential seeking students have plan added to their Starfish accounts. This is a work in progress. More time is needed to collect data to assess the effectiveness of our new advising approach.
- Refining targeted interventions and communication based on program codes in order to help student select program of study by 2nd quarter.
- Continued development of the Early Alert functionality in Starfish

- Continued assessment of Advisor-to-student ratios to scale up our case management ability
- Continued effort to expand advising assessment abilities and make data available to campus and students

Please note:
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- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to advising.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status:* *Planning, Early Implementation, Scaling, Iterative*
Contribute to implementation of ctcLink/Peoplesoft while learning about the capabilities and functionality available. Re-asses processes and strategies related to advising redesign after ctcLink go live February 2021	Dean of Student Achievement, Advising Team, District ctcLink implementation team	time	Ongoing until February 2021	Early implementation
Scale four-point mandatory advising action items in Starfish with each incoming cohort of students and ensure all students have plan applied to their Starfish accounts	Dean of Student Achievement, Director of Advising, Advising Team	Data (from IE & Starfish), time & effort	Ongoing	iterative
Continue to refine and develop proactive intervention strategies based on the four-point mandatory advising checklist, program coding data, and advising syllabus	Director of Advising, Assistant Director of Advising, Advising Team	Data (from IE & Starfish), time & effort	Winter 2021	scaling
Create an advising CANVAS course based on the Advising Syllabus and to include "how to" videos	Dean of Student Achievement, Director of Advising	Training, CANVAS consultant	Spring 2021	planning
Create "how to" videos for students (how to… make appointments, make an ed plan, register for classes, understand annual academic cycle – dates & deadlines, login to starfish, what you can do in starfish, overview of AOS, how to find program maps & select a program, etc.)	Director of Advising, Assistant Director of Advising, Advising Team	Time, effort, technology, web support, faculty input	Spring 2021	planning
Participate in District-wide team to refine and scale Early Alert program	District wide Starfish Functional Team, Advisors, Faculty	Time and effort	AY 2020-21	Early implementation
Create quarterly assessment report based on quantitative data collected through Starfish and qualitative data collected through surveys to highlight student use of advising and student satisfaction with advising.	Dean of Student Achievement, Director of Advising, Asst. Director of Advising	Support from IR team and Starfish Team	Fall 2020	planning
Revise advising syllabus to include Starfish mandatory advising steps and in preparation for Advising CANVAS Course development	Director of Advising, Asst. Director of Advising, Advisors	Time and effort	Fall 2020	iterative
Survey faculty and interview faculty to gather information on how advising can support students	Dean of Student Achievement,	Support with survey dev.	Fall 2020	planning
Develop a framework for case management style advising	Dean of Student Achievement, Director of Advising	Time and effort	Summer 2020	planning

DEGREE MATH AND COLLEGE LEVEL ENGLISH WITHIN ONE YEAR

The majority of students earn college-level English and degree math (the math required for their program of study) 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 Meta Majors.

Minimum Requirements:
By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:

English Within One Year: Up until Fall 2015, South offered 11 standalone developmental reading, writing and grammar courses. Developmental students reported feeling confused, overwhelmed and/or demoralized by the sheer number of courses, and developmental to college-level progression showed a steady rate of 32% between 2010-2015. This was in line with significant research which argued that lengthy developmental sequences are detrimental to students' path to completion and leads to higher drop-out rates.

In response to this data, and the guided pathways recommendation that all students complete ENGL&101 in the first year, South Seattle College English faculty worked with District English faculty, registration, financial aid, placement, support services, IEL and BTS faculty, and upper administrators to develop an accelerated developmental English pathway based on national best practices.

The result was dramatic. The department decided to eliminate 11 developmental English courses. In their place, English faculty created Integrated Reading and Writing (IRW) courses and in Fall 2015, replaced their traditional sequence with the integrated one. The tiered approach offered two options: steady pace (two quarters of pre-college English) and accelerated pace (one quarter). Both course sequences embed critical thinking, growth mindset, and study skills material. IRW faculty participated in a grant-funded, year-long professional development program to ensure instructional effectiveness. The initial outcomes were very promising: during the first three quarters that the English IRW had been offered, completion rates increased from 67% to 86%. In addition, the English department reduced the number of students starting two or more levels below college-level English by 20% and increased the number of students starting at college level English by 16%.

The newly redesigned pathway was awarded a 2017 Innovation of the Year award by the League for Innovation and led to significant gains in the College's achievement of the Guided Pathways Year 1 English Milestone goal as indicated in the table below, especially for historically underserved students:

Milestone Success

Year1 English
Year (s) All
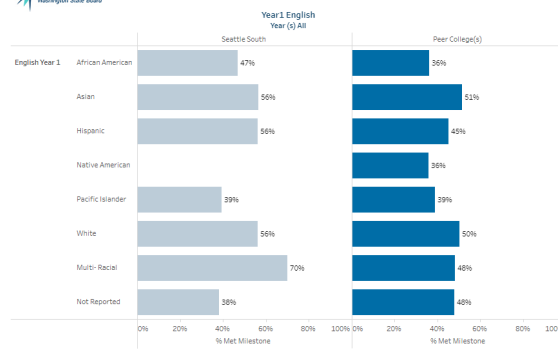
Ultimately, further data collection led to more innovating. In Fall 2018, the department further collapsed its IRW pathway by one course, ensuring that all South students can now reach ENGL&101 in one quarter or less.

The English department is also updating placement practices through a review of its multiple measures as well as the creation of an English Directed Self-Placement (DSP) tool that will provide students with a culturally inclusive and responsive way of placing themselves into the appropriate level English course. The DSP tool will provide the overarching framework for a suite of multiple measures that are available to students and will reduce the over reliance on standardized placement tests under current placement practices, which disproportionately place low-income students and students of color in pre-college English. The new English DSP tool will allow more students to begin in college-level English and is a powerful strategy for increasing student completion and narrowing equity gaps. 50%-74% of the students who will benefit from this project or program will be low-income. This English placement improvement will further reduce the percentage of students required to enroll in pre-college English and increase the percentage of students who earn their first college credits in English directly upon enrolling in college which aligns with goals articulated in this essential practice.

To support our placement reform efforts, in Winter 2019, the Assessment office developed a coding system that enabled to college to enter and track all English and math placement data for data-entry and tracking purposes. In Spring 2019, the English department's DSP proposal to Title III was approved. The funding they received positioned the English DSP team to complete work on their English DSP tool by September 2019.

Math Within One Year: Prior to 2013, South Seattle College's developmental math sequence consisted of four courses, and on average, the Seattle Colleges saw just 32% of students progressing into college-level math within one year. South Seattle College and its sister colleges piloted accelerated developmental math pathways. The goals were to reduce the time to complete the math sequence, reduce the students' costs for books and tuition, and demonstrate improved success rates compared to the traditional sequence. Three accelerated math options were introduced in 2013-14: Statway, Algebra Express, and self-paced ALEKS. The data show that on average, students who enrolled in one of these accelerated developmental math pathway progressed to college-level math within one year at a rate of 18% higher than students who enrolled in the traditional pathway. There was also a 20% increase of first-time students completing 15 college-level credits during their first year and a 24% increase in completion of 30 college-level credits over two years.

While these improvements increased student completion rates, the department's current pre-college pathway still offered four-levels of pre-college math which resulted in many students not completing their Year 1 Math goals in a timely manner. A careful examination of data revealed that only 18% of South's students entering two-levels below college level completed their college-level QSR course in less than one year. This number inches up to near 25% when looking at the two-year completion rates.

This data, as well as attendance at state conferences where best practices in math education was discussed, led the math faculty to apply for a [College Spark Community Grant](#) to overhaul their math pathway through a "Mathematics: Co-requisites to Completion" proposal. In May 2019, the math department learned their grant application was accepted. Once designed and implemented, the newly redesigned math pathway will supplant most of the stand-alone developmental courses with co-requisite bundles for each of their entry (transferable quantitative reasoning) college-level mathematics courses. Students who register for developmental math will be simultaneously enrolled into a college-level co-requisite bundle. The primary outcome indicator we hope to affect with this program is to improve the rate at which developmental mathematics students complete their college-level mathematics requirements within their first year.

To align this goal with the Guided Pathways work happening on our campus we have accelerated the timeline and modified the type of college-level course students will complete. Our goal will be to be increase the rate at which developmental students complete their college-level transferable quantitative reasoning-QSR course requirement within one year. The QSR course is required for transfer to our main transfer institution, the University of Washington, and both these revised benchmarks align with goals outlined in this essential practice.

PROGRESS:

English Within One Year:

We're proud of the work this team did. To ensure the English DSP was centered in student voice, the DSP team crafted interview questions to solicit student language describing each English class level, assignments, student interactions with professors, class environment, technological requirements, and more. The team also identified sample "week one" student writing from each class level for students to review and share what they noticed. The team then coordinated with ABE, ESL, and English faculty to have students sign consent-of-use forms and complete recorded interviews with over 200 students that were later transcribed and analyzed. These interviews were then used to develop course descriptions based in student-generated language. The group then cross-checked that the student language aligned with course practices from the faculty perspective. The group also used the student interviews to create annotations for each selected writing sample that was again based on student-generated language and later vetted by faculty.

From there, the group worked together for the remainder of the summer to complete the DSP tool. The group refined the non-cognitive questions (used in the first iteration of this tool which was for Prof-Tech students only) to apply to South's wider student population and the new courses being added to the DSP tool. This work included performing additional research into broader practices for inclusion of non-cognitive questions in English DSP tools as well as drafting non-cognitive questions for new course branches tailored to South's student population. As an added measure, the group solicited input from campus EDI experts on the language and approach used in this section to ensure the language was culturally responsive and student-friendly.

Finally, the DSP team built out the Formstack DSP tool to incorporate the additional program/degree options. To increase the usability of the tool and create a custom user experience for students, the team spent a considerable amount of time planning how to best use Formstack's conditional logic feature to determine which questions the tool would automatically show or hide based on a student's previous answers. The group then supplemented this work with the creation of multiple videos that aimed to guide students as they progressed through the tool. Each of these videos was scripted in advance for closed-captioning purposes and to make it easier to perform revisions at a later date if needed.

The English DSP was completed Summer 2020 ([you can access it here](#)). In Fall 2019 and Winter 2020, the DSP team normed the tool with BTS (ABE and ESL) students because that group was among our most vulnerable on campus and would be most negatively impacted if our DSP was faulty in any way. In collaboration with BTS faculty, the English DSP team and BTS faculty designed a norming process to use for AY 2019-20.

Each quarter, BTS faculty (level 4 or higher) agreed to give their students a reading and writing assessment masked as a typical homework assignment during the 8th week of the quarter. The group wanted to have these samples on hand just in case questions emerged about a students' self-placement selection using the English DSP tool. Next, participating BTS faculty were asked to share where they would place their students. The group then inputted that information on a form that looked like this:

Student Name	SID	Faculty Placement	English DSP Placement
Jane Doe	999-999-999	English 98	

| John Doe | 999-999-999 | English 101 | |

BTS students were not aware their faculty ranked them nor were they able to see those rankings. Instead, students were introduced to the English placement tool and given the opportunity to complete the English DSP tool in a campus computer lab fall and winter term and complete the DSP tool on their home computer, tablet or phone spring quarter. During the fall and winter pilot, the English DSP team sat in the back of the computer lab to observe students' behavior as they moved through the DSP tool. The English DSP team noted how long students took to complete the tool, where they encountered challenges, and recorded anything else they found noteworthy or interesting.

Once students completed the tool, English faculty asked the students if they would be willing to complete an exit interview with us in the hallway outside. If they agreed, students were asked the following five questions:

- *What parts of the tool helped you most in making your decision? Why?*
- *What did you wish the tool had included or explained?*
- *Did anything in the tool or process make you feel unwelcome, nervous or anxious?*
- *At the end, it asks you to select whether you felt "Very Confident," "Somewhat Confident" or "Not at all Confident?" about your course selection. Share why you chose the rating you selected.*
- *What questions or comments do you have for us?*

Once all the students completed the tool, the DSP team transferred their results to the form that faculty filled-out:

Student Name	SID	Faculty Placement	English DSP Placement
Jane Doe	999-999-999	English 98	English 98
John Doe	999-999-999	English 101	English 101 Plus

The English DSP team then met with BTS faculty to compare the results. To everyone's relief, the DSP tool appeared to work well. Faculty and students unknowingly picked the same placement option well over 80% of the time. In instances were differences existed, they were often only off by one course-level and participating faculty often agreed that the student was capable to excelling in the course he or she selected. It's worth noting that each term, we typically had 1-2 students who under-placed by two levels due to self-confidence issues. At the time of this reporting, the English DSP team has not figured out how to adequately address this issue other than to have faculty intervene when they notice this phenomenon occurring.

Gratifyingly, student feedback during the exit interviews was overwhelmingly positive. Students expressed great appreciation/gratitude for not having to take a timed placement exam. They also appreciated having the opportunity to learn more about each of their course options and cited the videos as being the most helpful aspect of the tool.

The DSP team's observation of students as they completed the DSP tool proved informative as well. On the plus side, students appeared to find the tool easy to navigate and the DSP team was gratified that most students watched the videos in their entirety. On the con side, some students had difficulty getting out of the videos (if they expanded them on their computer screens) and 1-2 students weren't sure what Area of Study they were going to pursue which caused them to raise their hands for assistance. The English DSP team has since made revisions to the tool to address these issues.

By the middle of winter quarter, the English DSP team was completing talks with advising, registration, placement, and other stakeholders to expand their pilot to all students in advance of the planned campus-wide implementation in Fall 2020. Time was spent drafting material to share with students on the website (and in-person) about our new English DSP tool. We also jointly developed a process for how students would take the English DSP tool, when/how the placement office would enter the data, and how advising and registration would use the data for registration purposes. When Covid-19 hit and our campus un-expectedly closed, we were grateful that we completed all of this preparation

because we were ready and able to move English placement 100% online (our English DSP tool uses Formstack which is accessible from the web and automatically adjusts for use on any computer screen as well as tablets and cell phones). As of the writing of this report, over 600 students have now taken our English DSP tool.

Time has also been spent winter and spring quarter to determine the costs needed to support the English DSP tool on campus which later morphed into meetings with the VPI, VPSS, Vice Chancellor of Instruction, Testing/Assessment Leadership, Registrars and the English DSP Leads from Central and North to discuss moving away from charging for specific testing instrument and towards a universal assessment fee that would be good for one year and include free re-takes. The proposal was adopted by all three colleges and talks are ongoing at the district-level to work through "thorny issues," align the logistics, practices, policies, and intent of the use of the new proposed fee, and to develop a campus- and district-implementation plan and timeline

Math Within One Year:
This team also performed amazing work this year. Thanks to additional support received from an additional College Spark grant, the math team was able to eliminate six pre-college math courses from their pathways (they are being phased out now), developed a new course (Essentials of Intermediate Algebra or Math 098e) to serve as the algebra pre- or co-requisite (with Statistics) for all non-STEM pathways, and is in the process of establishing a subsequent co-requisite bundle with Pre-calculus for the STEM pathways. All told, the new pathways will allow non-STEM students to complete their math requirements within two quarters, with many able to do so in one quarter.

The math team spent a considerable amount of time researching best practices, attending SBCTC math convening, talking to math colleagues at the state and national level, as well as reviewing campus-specific data supplied by our IE office to inform their reform efforts. Several Math faculty also met with faculty from related college disciplines using a pre-requisite that will be replaced by co-requisites to determine which topics are needed in any new co-requisite course bundle. Finally, members of the math team participated in professional development workshops on best practices for successful reform as well as formed a faculty learning community to review data collected and completing planning. The basis of the plan created was to offer a new version of 098, 098e, called Essentials of Intermediate Algebra. This officially is not a new course, as the department is revising the 098 supplemental course outline. It covers the same topics as Math 098, but the degree to which the topics get emphasized changes, in some cases considerably. The math team also reached out to the areas outside of the Math department who also use Math 098 as prerequisite to be sure that 098e covered the content they require.

Essentials of Intermediate Algebra (098e) will have the same placement as our current Math 094 does. It will primarily serve three purposes:
- Math 098e will serve as a stand-alone 5-credit prerequisite for our non-STEM 100-level courses (Math 107, Math 116*, Math 131 & Math 146—and maybe Math 102), as well as for science or business courses which currently have a perquisite of 098. Math 098e will be offered Satisfactory/Not Satisfactory only (this is to prevent 098e from being used as a 098 prerequisite for other colleges requiring a 2.0 for their Math 098 prerequisite, so they would most likely need to re-place if attending a different college.)
- Math 098e will be offered as a linked co-requisite with Math 146, where the two courses are taken together for 10-credits and students can complete their college-level requirement within a single quarter
- Math 098e will be a pre-requisite into a 10-credit linked co-requisite Math 102 & Math 141 bundle.

We will offer an optional canvas module for aspiring and/or enrolled 116 students to refresh/learn several topics needed for 116 which may need additional coverage than provided in the 098e.

In addition to this change to the developmental/statistics pathway, the math team decided to introduce a 10-credit 102/141 pre-calculus co-requisite bundle for the STEM pathway. It will have a lower placement threshold than the current 102, with students being able to place in having the knowledge base gained in the 098e. Math faculty will be able to cover the additional needed algebraic content as well as the traditional content in this co-requisite bundle. The traditional 102/141 content will be covered in more depth than either stand-alone course can achieve. Overall it eases up the typical "review content" of these courses and allows that content to be covered within the appropriate context.

At the time of this report writing, the math team is still grappling with a few issues. The biggest question they have is in regards to the Math 102 stand-alone course the department offers. The math team does not really like the sequential offerings 098e-102-141, as taking these courses individually loses the benefits of the overlapping content in 102/141, which provides the additional time needed to go into more depth and cover the additional needed algebra. The team recognizes the department could still offer an all college-level sequential 102-141 pathway, but feel that the co-requisite model is a much more effective course. The second question they have is in regards to Math 116 (and thus 148). The

math team recognizes these courses must be considered to be sure that 098e and the "patch" into 116 align properly and provide the needed transition for students. Similarly, several tangential courses may desire a similar "patch" into their courses (chemistry, physics, business, accounting) to ensure students are transitioning into their courses with the expected proficiency in math. Through the math team's research, they discovered that 098 is not really ensuring this, and expect that the contextualize "patches" will do a better job at preparing their students than what the department has now.

By the time winter quarter hit, the math team had made some great progress with development of their co-requisite bundles, and figuring out how they will "fit" with their overall pathways, both in math, but also in the related subject areas (mostly science courses, but also several business offerings). They were also set to offer both of our co--requisite bundles (Statistics bundle and Pre-calculus bundle) spring term and both offerings were fully enrolled! This enrollment news was really exciting and meant there was not only great student demand for these courses, but also that the math department had the full support of advising and enrollment.

But with the onslaught of COVID 19, our college had to go to an all online schedule for Spring quarter. The instructor teaching the Statistics bundle felt that they could easily transition to an online co-requisite model, as they had previously taught a similar set of courses and is very familiar with the algebra/statistics combination. Unfortunately, the instructor teaching the Pre-calculus co-requisite bundle felt that they needed to first teach the class in person before attempting to teach it online, or if future quarters needed to be online, then at least they would have more time to prepare the content needed to transition from in-person to online delivery. This made sense, since this course does not tend to have existing content (textbooks) that the department could can adapt, and math faculty have to create or modify a lot of content for this offering. As a result, the math department cancelled this co-requisite bundle for Spring.

The math team will continue to develop that Pre-calculus bundle content, and expects it to be ready for fall, even for online delivery if needed. This remains a question mark, and we will need to see what happens both with the college environment and the development of the co-requisite content.

REMAINING GAPS:
For English, the remaining gap is primarily to assess the curriculum and placement reform changes made to determine if further revision or refinement is required. The group has also expressed interest in revising all of the department's course outlines through an equity lens, leading a campus-wide charge to reduce or eliminate English pre-reqs, as well as provide training and professional development for English faculty that centered in Asou's anti-racist writing assessment ecology and use of labor-based grading contracts. While English faculty might take a break and simply focus on assessment of past reform efforts next year (they have been engaged in reform work non-stop for six years now), they clearly have a long-term vision, a desire for systemic change, and a track-record of executing what they set out to complete.

For Math, the remaining gap is simply to execute their pathway reform efforts at scale next year and to make revisions based on the feedback collected from students, faculty, and IE data analysis. There is also recognition that math placement reform is needed to support their curriculum reform effort.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.
- Your status update should include the **percentage of credential-seeking students at your college who earn college-level math within 1 year**. If this is less than 50%, please be explicit about how you will increase this rate.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
English in One Year:	English DSP team, Dean, IR, Placement, Registration, Advising	Time and effort.	Ongoing	Iterative

• Work with Advising, Assessment and IR to refine process developed to enter and track English DSP data • Work with IR, Assessment, Registration to determine if any new processes need to be created when the campus moved to CtCLink next February • Coordinate with the Starfish SEM group to determine how placement data can be incorporated into their data metrics, tracking, and analysis functions. • Work with IR to develop Tableau data for placement to ensure easy tracking and monitoring of placement data • Assess English in Year 1 data to identify areas where further reform might be needed.		Faculty stipends.		
Math in One Year: • Continue to work with advising, placement and registration to develop needed strategies for proper onboarding, orientation and registration into co-requisite bundles. • Continued faculty learning community meetings to review and update progress as well as work on best practices for successful reform. • Update co-requisite bundle curriculum for Winter 2021 implementation, using knowledge gained during Fall 2020 implementation. Repeat process in Spring 2021. • Coordinate with Placement office to revise multiple measure math placement options to work with new math pathways. • Assess quarterly rates of completion and make reforms as needed. Work with Office of Institutional Effectiveness to continue to assess outcome indicator, and work to refine assessment methods going forward. • Continued participation in statewide work, presenting our reform and results at appropriate math and/or education conferences • Revise the annual schedule for next year to incorporate the new developmental pathway, along with the new co-requisite bundled offerings. • Work with Program Mapping team to update all program maps to reflect the math pathway reform efforts.	Math team, IR, Placement, Registration, Advising	Time and effort. Faculty stipends.	Spring 2021	Scaling

GATEKEEPER COURSES

For each Program of Study, 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 and increase the integration of teaching and learning strategies such as inclusive pedagogy to increase success in gatekeeper courses as well as used by advisors when helping students select and/or transition between programs of study.

Minimum Requirements:
By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), gatekeeper courses have been identified and are used to inform student advising or interventions.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:
South Seattle College began this work by first defining gatekeeper courses for the campus community. After researching the term, we landed on the following definition: a "gatekeeper" course is any course with high annual enrollment rates and a high rate of students not passing (Hayward, C. & Willett, T. (2014)). Such courses tend to be first-year courses that effectively function as prerequisites for progression to higher-level (or in the case of Math or English, college-transfer level-courses). These courses are labeled "gatekeeper courses" because research has shown that students who do not pass these courses are less likely to earn their desired degree. As such, the more we can improve student completion in these specific classes, the higher likelihood that more students will persist at South with their degree and career goals in general.

Since developing this definition, the Office of Institutional Effectiveness provided faculty with a list of pass rates for the past three years for every course offered in Academic Transfer and Professional & Technical. This data, coupled with faculty discussions, resulted in the identification of one or more gatekeeper courses for each program of study.

All faculty were invited in April 2019 to participate in the development of supports to increase success in gatekeeper courses. This led to a proposal to develop an equity-based professional development program to support faculty teaching gatekeeper courses. After soliciting feedback from more stakeholders, the proposal morphed yet again into a request for a Faculty Professional Development Coordinator to assist in leading efforts around faculty professional development at South Seattle College. The position was approved in May 2019 and the person occupying the role has been busy most of this year building a systemic PD infrastructure on campus to support all of our Guided Pathway reform efforts in instruction.

To further support this essential practice, the Seattle Colleges District purchased and has begun to implement a student success technology, Hobson's Starfish, to facilitate early alert, program and progress monitoring, intervening and redirecting students and course scheduling. Implementation of this tool will allow advisors to identify and develop intervention strategies for students who are struggled in the identified gatekeeper courses.

PROGRESS:
In instruction, work has been performed to identify and confirm gatekeeper courses as well as begin to develop a comprehensive PD plan in response to the data collected. A Gatekeeper Course Faculty lead position was created and paired with our new Faculty Professional Development Coordinator and Faculty Assessment Coordinator to better support this effort at a system-level.

The group collectively worked with the Office of Institutional Effectiveness to confirm the gatekeeper course list that was generated last year. Completion data at the course level was analyzed to identify courses that have a higher than normal non-pass rate and identify which demographic groups in these class are impacted. From that work, a new AY 2019-

20 list of gatekeeper classes was identified by faculty as predictive of student success in each program pathway and was collated with a list of class pass/fail rates from the last three years. Gatekeeper classes with lower than 80% student pass rate was also identified.

Instructors from approximately a dozen courses on the AY 2019-20 list were contacted with the data and asked what professional development or support services they or the students could benefit from. This led to the formation of a workshop on data at the Fall 2019 Faculty PD Day as well as two offerings of a Data 101 class. The group also ran three trainings for how to use the Data Dashboards created to support this effort as well as helped support other professional development offerings this year on TILT, Implicit Bias Workshop, and Racial Equity Training.

Plans were in place to conduct a campus-wide faculty survey in spring to inform this effort, but we decided to delay this work due to Covid-19 and faculty expressing a desire to focus most of their energy on the transition to emergency remote instruction.

On the Student Services side, Advising, TRIO SSS, Center for International Ed, and Retention & Completion have been in engaged most of this year in scaling-up the campuses' use of Starfish's Early Alert feature. District work continues through Summer 2020, with the hopes that the tool's Early Alert feature will be fully operational within the next year. The group recognizes that this tool will help advising and other campus personnel track and monitor student progress towards completion, and empower advising to reach at-risk students earlier, with initial data on the struggle observed. It will also enable advisors to use the gatekeeper course data collected when helping students select and/or transition between programs of study. That said, as South becomes more sophisticated in leading for racial equity, there is also recognition that many of our systemically non-dominant students suffer from stereotype threat and may read early alert messages as a confirmation that they are not college-ready. To avoid such a scenario, faculty and staff have been active in encouraging that we slow down the development process and include EDI experts in the process.

REMAINING GAPS:
The data collected on milestone courses is available via our new Tableau dashboard, but not everyone has gone through the training to use this tool. Further work is needed to scale-up faculty use of this essential tool.

Our data reveals that many of our gatekeeper courses with low pass rates are taught by adjunct faculty. There is recognition that this challenge is tied to the systemic way part-time faculty are on-boarded at our college as well as adjunct's low engagement in on-campus professional development trainings. More research is needed to evaluate and address this challenge.

Finally, the Advising team and the Gatekeeping group initially formed milestone lists separately and with separate criteria. While they have since met and have begun to collaborate, more time is needed to align their efforts around this essential practice.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
Continue refining the new Tableau dashboard to inform student success interventions.	Office of Institutional Effectiveness	Time and effort	Ongoing	Iterative
Continue faculty and student data collection/analysis to identify why students struggle in the gatekeeper courses selected. This will likely include collecting student success and	Office of Institutional Effectiveness, Faculty PD Coordinator	Time and effort	Spring 2021	Early Implementation

persistence rates in each gatekeeper course (dis-aggregated by race, gender, etc.), talking to faculty who frequently teach these courses, talking to student service professionals or tutors who engage with students who take these classes, and/or having students complete a survey or participate in focus groups.				
Develop a PD plan in response to the data collected and assessed.	Office of Institutional Effectiveness, Faculty PD Coordinator	Time and effort. Funding	Spring 2021	Early Implementation
Develop an equity-based faculty professional development program to help faculty increase student completion rates and close equity gaps in the gatekeeper courses selected.	Faculty PD Coordination, AVP for EDI, Faculty Assessment Coordinator	Time and effort. Funding	Spring 2021	Planning
Coordinate with Student Services to determine what additional services are needed to better support students in the selected gatekeeper courses.	Faculty PD Coordinator, Advising, Office of Institutional Effectiveness	Time and effort	Spring 2021	Iterative
Determine if Starfish is able to provide course level analytics to inform success of student interventions	Advising, Office of Institutional Effectiveness	Time and effort	Winter 2021	Planning
Participate in District-wide team to refine and scale Early Alert program	Starfish Functional Team, advisors, faculty	Time, effort, data	ongoing	scaling

MATH PATHWAYS

Required math courses are appropriately aligned with Meta Majors, and where possible contextualized to students' field of study.

Minimum Requirements:
By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:
In 2019-20, 45 program maps were completed. To determine if the required math courses on each program map were appropriately aligned with Areas of Study/Meta-Majors, faculty were asked to submit their program map drafts using a custom-built assessment form that asked faculty *"Did you consult Math faculty to verify that the 'right' Math course(s) are listed on your program map?"* Responses to this question helped the faculty and advising leads on the Program Mapping Work Group determine if further attention to the math selection on each program map was needed.

In February 2019, two math faculty were added to the Program Mapping Work Group to further ensure the math courses on each program map were appropriately aligned with Areas of Study/Meta Majors. As members of the work group, they reviewed the math courses and math pathways listed on each program map with each other and other members of their department. This led to further refinement of the math courses listed on several maps.

PROGRESS:
In Spring 2020, plans were in place to update each program map to reflect this year's math reform efforts (see the MATH IN YEAR ONE essential practice section for more details). But with the onslaught of COVID 19, our college had to go to an all online schedule for Spring quarter. The instructor teaching the Statistics bundle felt that they could easily transition to an online co-requisite model, as they had previously taught a similar set of courses and is very familiar with the algebra/statistics combination. Unfortunately, the instructor teaching the Pre-calculus co-requisite bundle felt that they needed to first teach the class in person before attempting to teach it online, or if future quarters needed to be online, then at least they would have more time to prepare the content needed to transition from in-person to online delivery. This made sense, since this course does not tend to have existing content (textbooks) that the department could adapt, and they had to create or modify a lot of content for this offering. As a result, the math department cancelled this co-requisite bundle for Spring.

With uncertainty about when the new math pathways would be offered due to Covid-19 and the corresponding uncertainty about when we could phase out the six pre-college math courses our reform efforts have eliminated—which in turns impacts class scheduling--we've held off revising our program maps for the time being. A plan is in place to check back-in with math faculty this summer to troubleshoot the matter and collectively determine next steps.

REMAINING GAPS:
To update our program maps to ensure the math courses on each program map are appropriately aligned with Areas of Study/Meta-Majors. Once math faculty have finishing revising their course offerings and schedule next year in response to Covid-19, we will start this work.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to Math Pathways.

Action Plan Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.	Person/Group/Entity Responsible	Resources Needed	Target Completion Date	Status: Planning, Early Implementation, Scaling, Iterative
Update program maps to reflect recent math reform efforts	Math faculty, Program Mapping Team, Advisors	Time and effort.	Summer or Fall 2020	Planning/Interative

SCHEDULING

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 to 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.

By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:
Currently scheduling processes on campus are complex. Each instructional unit handles their own scheduling and course offerings are scheduled at different times and in different blocks. For example, Academic Transfer moved to M-TH block scheduling in 2018 to bring about a level of consistency that ensures students are aware of course offerings during designated times and to make it more possible for a full-time student to complete a two-year degree in two years. However, Professional & Technical general education courses are scheduled M-F or whenever students (or faculty) in these programs are available to fit them into their schedules.

We recognized that Guided Pathways was going to impact scheduling. Starting Fall 2019, Academic Transfer and Professional & Technical began utilizing program maps to guide students through their academic journey at South which necessitated that we factor these maps into future scheduling decisions. In addition, Seattle Promise is increasing our enrollment which necessitates us having to make sure we adjust our classroom usage/scheduling to meet demand. Beyond that, there is simply interest in building more block scheduling in certain areas and a request from Running Start to build a more consistent schedule of the courses needed to meet their student demand. And finally, through Guided Pathways, there is a commitment to refine our scheduling to make it easier for college students to enroll in the courses they need and can plan their lives around school from one term to the next.

To address this need, the Guiding Team decided to put together an exploratory committee (starting Spring 2019) that would look at our scheduling needs more closely over the AY 2019-20 to meet the deliverables of this essential practice. This committee would be tasked with taking an inventory of how scheduling is currently performed and to identify what's working and not working with our current scheduling process. The group was also tasked with researching how scheduling is performed across the state to inform future scheduling revision work. Finally, this group was tasked with creating a specific plan (and appropriate timeline) to address the future scheduling needs outlined above.

A call for participation was sent campus-wide to serve on this newly constituted committee. The result was a broad-based committee comprised of 5 schedulers, 6 faculty representatives, 2-3 instructional deans, the Vice President of Instruction, 1 representative from Running Start, 1 representative from Seattle Promise, and 3 representatives from Advising. The Guided Pathway co-leads will also be serving on the committee as non-voting members and will primarily be tasked with facilitating/supporting this committee.

PROGRESS:
This has been a very busy year for the scheduling group! The work kicked off during Summer 2019 with a half-day scheduling retreat with 25 participants from our campus community (vice presidents, deans, program coordinators, schedulers, advisors, faculty, guided pathway leads, etc.). Prior to that gathering, extensive research was collected, including:
- 657 student surveys submitted
- 25 survey responses from SBCTC institutions
- 52 faculty surveys
- 11 hour-long interviews (7 schedulers, 4 deans)

- 6 advising surveys
- Physical assessment of every classroom on campus (with pictures taken of every classroom)
- E-mail communication with STEM faculty about their lab scheduling needs
- Research into national best practices
- Examination of 25Live room utilization data
- An analysis of classroom space usage using (courtesy of the Office of Institutional Effectiveness)
- Central's proposal to move a 4-day schedule starting Fall 2020
- District eLearning data
- South Puget Sound's Scheduling Grid (which we used to build a visual of how each classroom space was used last Fall)

The 25 participants collectively reviewed this data collected as well as learned from each other about how each division currently schedules classes. The group was then asked to consider the scheduling challenges, material and space issues, and how a new annual, campus-wide schedule would increase student success and retention. The group was also encouraged to use critical race theory to inform South's class scheduling improvement efforts in order to raise awareness of the ways our college unknowingly reproduces racial inequalities in our scheduling practices and built environments. We also took this approach to help the group make more informed class scheduling and classroom selection/layout decisions that would invite more holistic human relationships and subvert systemic barriers to equity over time.

The meeting ultimately birthed the initial framework for the campus-wide scheduling guidelines as well as revealed the need for a new position to oversee the use of space on campus as well as the implementation of the annual schedule across divisions starting in 2020-2021. Other ancillary needs, such as centralized test proctoring, were also raised by faculty. Finally, the group identified the following three proposals that guided our focus for this year:

Proposal #1: Adopt a Collaborative Campus-Wide Annual Scheduling Process. Includes:
- Developing a suggested timeline each division would use to generate a draft annual schedule.
- Would include built-in space for the coordinators, program coordinators, and deans from each area of instruction (along with advising leads) to meet and review the draft schedule together before finalizing it.
- Will include a suggestion of the personnel and processes needed to support this change.
- Will also include a list of issues/tasks such a change could positively address (e.g. the accuracy of classroom data on 25Live, the maintenance of classroom space, etc.)

Proposal #2: Develop More Consistent Start/End Times that Work for Multiple Divisions. Includes:
- Academic Transfer refining their current class schedule, including the development of scheduling guidelines that will be used to maximize classroom space usage as well as students' ability to build as many class scheduling options as possible each term. Will include identifying the best way to avoid class scheduling conflicts (in STEM and elsewhere).
- A meeting will be called where each division will review their class schedule start and end times to determine what changes, if any, are needed in one or more divisions to maximize course scheduling options for students who take classes across divisions.
- Development of class scheduling principles for possible campus-wide use (WVC example).

Proposal #3: Develop a Roadmap to Build a More Robust Afternoon and Evening Program. Includes:
- Develop a class scheduling proposal that will allow students to more successful complete specific program pathways in the evening. Proposal will most likely include phases of development.
- Develop a plan to expand classes into the afternoon in the programs where there is interest/need. Will include consideration of the changes needed in Student Services and other areas to support such a change.
- In Prof Tech areas, special consideration will be made towards development in line with the strategies/focus of the College for Working Adults.
- NOTE: This is a long-term goal; we likely can get started on this work this year, but not complete it.

After the summer kick-off the scheduling leads began meeting individually with campus divisions (prof tech, AP, BTS, and IEP) to identify scheduling challenges for each division. While light changes were made in BTS and Prof-Tech, it soon became clear that major changes were needed in Academic Transfer. This resulted in the scheduling leads working one-on-one with faculty and deans from that division to craft and troubleshoot new scheduling guidelines for that division. Multiple meetings were scheduled with the entire division as well as with faculty with special scheduling needs (such as lab faculty). Updates (in the form of e-mails and video PowerPoint presentations) were sent to all faculty in the division. While this work was laborious, it paid off. When new scheduling guidelines were proposed and shared with faculty for feedback, over 99% approved of the suggested changes. This was a huge victory and a huge step forward.

Starting in Winter 2020, the GP scheduling team met with IEP to review their scheduling practices. We asked IEP to consider conforming to the same start/end times as BTS and Prof-Tech since they share 75% of the same classroom space. IEP appeared open to making this change, but final confirmation was needed. The scheduling team also engaged in early conversations with Prof-Tech to review their scheduling practices. To date, the team has met to identify which courses in Academic Transfer needs to be scheduled around Prof-Tech constraints to support the shared students between Prof-Tech and Academic Transfer. We have also identified two prof-tech programs where further scheduling work may be needed or appreciated.

The bulk of our work winter quarter, however, was with the Academic Transfer division. Academic Transfer agreed to using the new scheduling guidelines proposed to build next year's AY 2020-21 annual schedule. Cognizant that this division would need to both make major shifts in how they scheduled their classes AND move from a quarterly-to-annual scheduling process--the scheduling GP team focused most of their efforts winter term on supporting this division.

Working in collaboration with the deans from this division, the GP scheduling leads worked with faculty coordinators to create a timeline for completing annual scheduling work by the end of Spring term. They also created a template for scheduling classes at the department level which—if feedback from faculty is positive--will be revised and used in the creation of annual schedules for BTS, IEP, and Prof-tech. This visualization aims to help faculty, deans, and advisors identify where shifts in class times and modalities can better support student success, completion, and retention at the program and division level.

Towards the end of winter term, the division had created a draft annual scheduled. The GP scheduling team and deans began to perform data analysis of the draft schedule to inform the annual schedule revision process and created an activity for faculty to engage with that data at the winter quarter division meeting. AP deans also met individually with different departments to help encourage scheduling changes/revision where needed.

Just before Covid-19 hit, the team had put together a video presentation featuring the data analysis work completed and engaged a group of faculty to perform a number of scheduling scenarios (using the draft annual schedule and sample program maps) to further inform revision efforts. The data collected from that exercise was pretty fascinating, but unfortunately, the shock from the sudden move to emergency remote instruction resulted in most people not being able to see or engage with that data.

Since Covid-19 hit, we've had to delay most of our scheduling work. With the lack of clarity around scheduling due to uncertainty when our campus will be open, uncertainty of what classes we can (or can't offer) online, enrollment numbers, and—more recently—how the 2+ year closure of the West Seattle Bridge will impact our enrollment and scheduling needs—we had to stop all work in this area and make scheduling changes that responded to the emergent situation.

REMAINING GAPS:
Long-term, campus-level leadership is required to make substantive changes in scheduling. Our current method of having each division handle their own scheduling in silos is not working for our students. The work the scheduling GP did this year has raised awareness that campus-wide coordination and oversight is needed to improve scheduling for our students—and in turn, improve our retention and full-time student status rate.

In addition, while the scheduling GP team identified the percentage of classes we offer daily, two-days-a-week, and online through their data analysis work—without instructional leadership identifying targets for the number of classes we want to offer in each mode, it's difficult to change the percentages at the department-level. The same is true for class

start times. We can identify that 10% more classes start at 9:30 a.m., but without clear guidelines, it may be difficult to get departments to agree to move some of these classes to less desirable start times on the schedule.

We also know that identifying and troubleshooting space allocation issues across divisions to identify changes that need to be made to scheduling systems related to room use and 25-live is a high priority for most of instruction. Additionally, being able to select rooms that are configured to meet faculty's instructional needs is a central concern as well. But we don't have the capacity to manage this within each instructional division. This too, requires, campus-wide level oversight and coordination.

Other issues are the recognition that our evening program needs more attention. The scheduling GP team can work with faculty to revive the evening program by adding more classes to the evening class schedule and we can even coordinate to ensure students can complete a degree at night within two years—but it's not yet clear if the school has the budget to fund the increased costs associated with adding more classes in the evening.

It's worth noting that campus leadership is receptive to these needs and we feel confident in our ability to address most of these gaps in the coming year.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to scheduling.
- Your Status Update should describe how your scheduling practices will address the needs of **working adults and part-time students.**

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
To assist divisions in returning to an annual scheduling process post-Covid.	GP Scheduling Team, faculty, deans, VPI	A vaccine?	Unknown	Unknown
Implement new class scheduling guidelines across all divisions. Collect feedback from faculty, advising, and student to inform revision and refinement efforts.	GP Scheduling Team, deans, faculty coordinators	Time and effort	Unknown	Unknown
To create campus-wide systems, materials, guidelines, and timelines for faculty, deans, and staff to complete the process of annual scheduling and room allocation in their divisions.	GP Scheduling Team, deans	Time and effort	Spring 2021	Early Implementation
Continue identifying and troubleshooting space allocation issues across divisions to identify changes that need to be made to scheduling systems related to room use and 25-live.	GP Scheduling Team, 25 Live Admin, Registration	Time and effort	Spring 2021	Planning
Identify how to further include the student voice and perspective in changing campus-wide scheduling	GP Scheduling Team, GP Student Voice Group	Time and effort	Spring 2021	Planning
Identify how the campus-wide scheduling guidelines will reshape the finals schedules and room use.	GP Scheduling Team, Registration, deans	Time and effort	Winter 2021	Early Implementation
We need to draft a job description and make a formal ask to President's Cabinet in support of a new campus-wide scheduling director position.	GP Scheduling Team	Time and effort. Funding.	Summer 2020	Scaling
To assess how budget cuts will impact future scheduling reform efforts in instruction	GPLT, GP Scheduling Team	Time	Fall 2020	Planning

PROGRAM MONITORING

Progress on academic 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:
1. **Number of students in each Meta Major and how many students are in an exploratory course sequence for their Meta Major**
2. **Number of quarters between college enrollment and entry into a Program of Study for all credential-seeking students**
3. **Which program every credential-seeing student is in and how far along s/he is toward completing that academic plan**
4. **Number of students that transition between programs of study**

Minimum Requirements
By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), a plan is complete for a tracking system to monitor each of these data elements. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), the system is in use.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Current state
- Our capacity to monitor student progress has greatly improved this year thanks to Starfish student success technology and support from SBCTC to add area of study (meta major) codes to HP Legacy system. February 2021 we will go live with ctcLink/Peoplesoft. All of our teams are investing significant time into preparing the system for a successful launch. We are hopeful that the functionality and capabilities of Peoplesoft will increase our ability to monitor student progress. Our current academic progress policy requires Counselor intervention when a student falls below a cumulative 2.0 GPA for sequential quarters. This is a reactive policy and will need to be aligned and integrated into current technological advances.

Starfish
- Appointment scheduling for advising, advisors tracking students by Area of Study, Advisors are using New Student Success Plan feature in Starfish and adding a reminder that students need to choose their program pathway by the end of their 2nd quarter.

CtcLink/PeopleSoft
- South staff have been completing homework for the ctcLink conversion.
- This homework has quick due dates and requires staff to rearrange their schedules to complete.
- In addition, staff are attending multiple ctcLink workshops and meetings.

Progress:
Given the limitations of our current systems and time, labor and resources required to launch ctcLInk/PeopleSoft, we have met most of our goals set forth this year and are on-track to meet the deliverables for this essential practices.   Specific tasks or goals we accomplish this year includes:

New program coding developed and implemented
- New coding system was implemented for Winter Quarter 2020 with no major issues.

- IR provided a detailed report of all students for Winter Quarter 2020 who are degree-seeking (excluding International and Running Start)
- Plan created for how to communicate/intervene with New and Returning students with an Undecided Code
- ASSESSMENT: IR provided a detailed report of all students for Winter Quarter 2020 who are degree-seeking – we are fine-tuning how we filter students (I.e. pull out Running Start, International Programs, students whose home campus is North or Central).

ctcLInk/PeopleSoft
- Continued learning and planning for ctcLink/PeopleSoft implementation February 2021. This has taken and will continue to take a significant amount of staff time limiting capacity to make progress in other areas. We have also acknowledged that with a new student management system we will need to re-assess procedure and strategy around program monitoring to align with capability of new systems.

Starfish
- Implementation of mandatory four-point student checkpoints: 1) confirm program of study by 2nd quarter, 2) complete approved educational plan by 3rd quarter, 3) engage in transition planning for career or transfer, 4) apply for graduation. Only advisors can check off that these have been completed and advisors can track students in their Area of study who have completed each step and notify students who have not.
- Recently our LMS (CANVAS) was connected to Starfish giving faculty and staff the ability to receive alerts when a student has not logged into to participate in a course. Messaging to students has been created and further intervention strategies are in development.

Completion Coaching
- A Completion Coach role was re-filled in June 2020. This role will assist Advisors in program monitoring, especially as students near completion of a degree and need assistance with submitting graduation applications.

Remaining gaps:

- Coding training reminders/adjustments to ensure all WTR '20 cohort and subsequent cohorts of new students get the correct new codes added to their student records.
- Moving EPC code information from SM2001 to SM700A screen (need batch process or manual) - we are currently missing important data from our historical practice of how we enter EPCs.
- Decision on how to retroactively add pathway codes to current transfer students who enrolled prior to Winter 2020, and then time and people-power to update coding. This will be very time intensive.
- Reports pulled highlighted the number of students who are "transfer-in to South" who need assistance determining a major. Previous efforts have focused on "new to college" students. This population needs intervention even earlier than new students.
- Our current systems, as implemented, do not have the ability to actively monitor or alert students, faculty, staff when the student has fallen off-track of their program. We continue to learn more about PeopleSoft and currently understand it is capable of such monitoring as program audit functions, course records and degree requirements are all integrated into the system.
- Starfish has a Degree Planning tool that would provide monitoring functionality. Our District ctcLink implementation team in consultation with the State Board has determined we will need to wait until PeopleSoft is live and has amassed enough data before integrating Starfish Degree Planner. This will not likely be an option until Winter quarter 2022.
- Seattle Colleges is committed to being an "exemplary learning institution" for all students. To do this, we cannot ignore the exclusionary practices, policies, and structures nor the historical contexts that have led to educational disparities for students of color. We need to be equity-minded in how we use early alert tools by identifying existing

stereotypes that harm student success, reassessing our existing policies and practices, and acknowledging racial gaps to ensure institutional early alert practices reflect our values and support all students, especially those who are historically underserved.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to program monitoring.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
Improve and refine coding reporting and tracking	Coding Subcommittee & IE	Time to review and evaluate process	Ongoing	Iterative
Assess disaggregated data to identify trends in students groups and potential barriers in student progression in program pathways	IE, Culture of Evidence group, Advising, faculty	Time to review and evaluate data	Ongoing	Iterative
Scale four-point mandatory advising plans, adding new students each quarter and ensuring all current students have plan added to their Starfish account	Advising Leads and Advisors with Coding Team Support	Time and assessment of advisor capacity	Fall 2021 then ongoing	Planning & Early Implementation
Continue to learn about ctcLink/PeopleSoft capabilities for program monitoring and educational planning	Coding Team, Advising Team, IE	Time and training	Ongoing up to and after Feb 2021 go live	Planning

INTERVENTION AND/OR REDIRECTING STUDENTS AS NEEDED

The college can identify when students are at risk of falling off their academic 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 them to another more viable path to credentials and a career.

Minimum Requirements:
By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023), implementation is complete.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

Current State
- Advisors assigned to an Area of Study to monitor a group of students pursuing related programs.
- Early Alert: Lead by our District Office a pilot was launched to develop the early alert capability of Starfish. Ongoing review and refinement are taking place to improve the process and grow the number of faculty participants.
- Academic Progress Policy. South has had a long-standing progress policy that requires Counseling intervention when students struggling to maintain a GPA over 2.0 for multiple quarters.
- Mid-quarter check-in. Our TRiO SSS program has long required students to submit a mid-quarter check in report. Faculty are asked to submit a report that let's TRI staff know if the student has been attending class and if they are above a certain GPA threshold.
- Advisors guide students through alternative program exploration and educational planning when student is pursuing selective or capacity constrained programs.

Progress
Overall, we're happy to report we met most of our goals set forth this year and are on-track to meet the deliverables for this essential practices. Specific tasks or goals we accomplish this year includes:
- Advisors utilizing more capabilities in Starfish to track students and manage progress of student in the designated Area of Study.
- CANVAS (LMS) data integrated with Starfish so faculty and advisors can see if a student has participated in CANVAS course
- Incoming students assigned to four-point mandatory advising plan
- New program coding framework provides advisors with better information on status of student's program choice.
- Collaboration between advising and faculty in the Gatekeeper/Milestone work group to identify gatekeeper courses for each program pathway. Preliminary lists of milestone courses were formed by both advisors and faculty, with their own definitions of "milestone" in mind
- Participating in district-wide ctcLink/PeopleSoft business process fit gap sessions to learn about PeopleSoft functions and capabilities and contribute to a successful launch PeopleSoft Feb. 2021
- A Completion Coach role was re-filled in June 2020. This role will assist Advisors in intervening and redirecting students, especially as students near completion of a degree. If through ctcLink or Starfish we are able to run batch degree audits, the Completion Coach will assist Advising and other staff in outreach to students identified needing support through data analyzed in batch degree reports.
- Goals we did not meet were tied to District-wide efforts to launch an Early Alert program through Starfish. To ensure equity considerations raised during initial implementation were addressed some of this work was put on hold. Those remaining tasks have been built into next year's action plan.

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Remaining Gaps

- Understanding of PeopleSoft functionality and how it does or does not meet the requirements of this essential practice. Some efforts related to intervening and redirecting students will need to pause in order to understand and adapt to the capabilities of PeopleSoft. We will assess that need throughout the year.
- Slow progress in early alert roll out and adoption (more time needed to address equity impacts of the early alert system implementation)
- Slow gatekeeper course progress and collaboration on common definitions of what "high/low pass rates" are (and other terms that need qualification/definition) leading to delay in intervention development.
- Delay in deployment of Starfish Degree Planner functions as focus at District turned toward planning and implementation of PeopleSoft.
- Ongoing learning around functionality and capability of educational planning and batch degree audit tools embedded in PeopleSoft leading to uncertainty around ability to know if a student is on plan or off plan.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.

ACTION PLAN *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	Person/Group/Entity Responsible	Resources Needed	Target Completion Date	*Status: Planning, Early Implementation, Scaling, Iterative*
Help finalize list of "gatekeeper" courses then work to develop interventions	Gatekeeper course committee, faculty and advisors	Time, effort, data	Fall 2021	Early implementation
Once courses are identified, develop communication and intervention strategies	Gatekeeper course committee, faculty and advisors	Time, effort	Winter 2020	planning
Explore functionality of PeopleSoft/ctcLink in intervening & redirecting students	ctcLink implementation team, key stakeholders	Time, training	Fall 2021	Early implementation
Work with college and district partners to ensure adequate educational planning tools for advisors and students	Dean of Student Achievement, VPSS at South, District partners	Time, information	Fall 2021	planning
Participate in District-wide team to refine and scale Early Alert program	Starfish Functional Team, advisors, faculty	Time, effort, data	Fall 2021	scaling
Assess disaggregated data to identify trends in students groups and potential barriers in student progression in program pathways	IE, Culture of Evidence group, Advising, faculty	Time to review and evaluate data	Ongoing	Iterative

ENSURING LEARNING

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 and pedagogy practice and uses results to create targeted professional development.

Minimum Requirements:
By the end of the **third year** (Early Adopter Cohort One Spring 2019; Early Adopter Cohort Two Spring 2021; Final Cohort Spring 2022), if not already implementing this essential practice at scale, a plan to do so is complete. By the end of the **fourth year** (Early Adopter Cohort One Spring 2020; Early Adopter Cohort Two Spring 2022; Final Cohort Spring 2023)**,** implementation is complete.

Status Update
Please briefly describe **1)** the **current state** of this essential practice on your campus, **2) progress** since your last work plan update (if applicable), and **3)** the **remaining gap** between the current status on your campus and the essential practice as defined above.

CURRENT STATE:
Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. As part of South Seattle College's 2013-2016 Strategic Planning efforts, the College created a collective process for assessing the College-wide Student Learning Outcomes (SLOs) in Academic Transfer and Course Outcomes (CO) in Professional Technical programs. This work included the creation of seven rubrics, one per SLO, using various templates as exemplars. The American Association of College and Universities (AACU) rubrics were a starting template and then other rubrics from around the country were assessed for relevance to our stated language surrounding each SLO. The rubric teams who created each SLO rubric consisted of faculty across the disciplines, the former Assessment and Continuous Improvement Coordinator, and one of the Academic Transfer division deans. Each time a new rubric was created, it was sent to all faculty for comment and improvement. Each rubric also went through a norming and pilot phase, as well. All rubrics are currently available and in circulation.

To prioritize the College's work around Student Learning Outcomes or SLOs, the College committed to assigning 2 of our 12 key performance indicators that assess and monitor progress towards mission fulfillment. This intentional strategy elevated the importance of continuing to implement, assess and improve in all areas that impact the learning outcomes of our students. In addition, plans were made to have faculty assess one SLO per quarter, per year, in Academic Transfer, BTS, and BAS using the rubrics created along with a custom Canvas data-input and reflection form. The intention was that each quarter, as this information is collected using Canvas, the Office of Institutional Effectiveness could provide the aggregated data to instructional deans where this information, in aggregate, would then be shared with faculty at each quarterly division meeting to facilitate conversations around ideas for increasing student achievement, needs for professional development of faculty, and other institution wide initiative updates, changes, and/or improvements. That said, the College has struggled following the process it designed. Progress has happened intermittently, due largely to leadership turnover and a focus on mastery and not on development. Faculty participation in the process has been uneven. Eventually, the Professional & Technical Career Training Division and Academic Transfer Division decided to each focus on a separate aspect of assessment. To some extent having two KPI's focused on mastery tended to derail progress because efforts were focused on Student Learning Outcome assessment when a process had not been identified and refined.

As part of the recent seven-year accreditation process, the college came to the realization that more leadership was needed to revise and refine our SLO/CLO assessment process and faculty participation level. With the support of campus and GP leadership, a Faculty Assessment Coordinator position was suggested and approved in May 2019. The faculty member serving in this position will serve for 2 years and will be compensated with a 2/3 course release. The work of this position is best described as providing project management and coordination oversight for the college's instructional and institutional assessment processes. The a full job description for this position can be found here.

PROGRESS:
We recognized that creating a new Faculty Assessment Coordinator wasn't enough. We didn't want that individual to shoulder the leadership work alone. Thus, we intentionally created an "Ensure Learning & Assessment" faculty lead on the Guiding Team this year. This faculty role (which was compensated) aimed to support the new Faculty Assessment

Coordinator role, serve on the newly-formed Assessment Committee, help lead the Ensure Students are Learning Pillar, and help bring more leadership and focus on policies and practices related to assessment of learning outcomes. This year, Ruben Murcia, a Biology faculty member, served in this role.

As mentioned in the "Current" section, South has a systemic faculty-led process, collaboratively developed over a multi-year period, for assessing whether students are mastering learning outcomes and building skills across each program. But faculty participation is low and there is widespread consensus that this process needs refinement as well as stronger support (both financially and administratively). To better understand these emergent challenges and identify solutions, data collected over the past 6 years was shared with faculty and feedback was collected on rubrics. From those meetings, a decision was reached to create a new Faculty Assessment Coordinator position to oversee the work. The individual who accepted that role subsequently assembled an Assessment Committee this year made up mostly of faculty, representing a cross section of campus divisions. A Share Point site was also created to capture information and provide collaboration/communication space for Assessment Committee members.

The newly formed Assessment Committee has drafted vision, mission, principles of the committee that align with Guided Pathways and college goals around equity and data-informed reflection. The team has also developed a set of driving questions to guide the approach to an overall assessment strategy at South as well as performed extensive inquiry, including talking to faculty one-on-one, reviewing assessment models from other colleges, soliciting faculty feedback via a campus-wide survey, and conducting a professional development session during our winter quarter PD day that allowed the Assessment Committee to further collect faculty feedback and perform active listening with the goal of thoroughly understanding of how assessment is understood by faculty and what is needed.

We've also been actively engaged in building-up faculty access-to and usage-of data to further analyze the challenges that students face in progressing and completion this year. Last spring, the Office of Institutional Effectiveness, in collaboration with the Guiding Team and faculty leaders, developed a course-level success dashboard in Tableau (modeled after Pierce's data dashboards) that provides faculty with the opportunity to disaggregate the performance of their students at the course level. Over the summer term, a small group of faculty tested-out the course-level dashboards to identify improvements or changes needed. Since then, the Office of Institutional Effectiveness has offered eleven training sessions, including on President's Day, Student Services Development Day, Faculty Development Day and at regular intervals throughout the academic year. So far, 52 faculty and administrators have completed this training.

These trainings are a strong step towards evidence driven discussions around student success, including disaggregated information about who is succeeding. Conversations on dis-aggregated data between Institutional Research, Assessment, Professional Development, and instructional areas are taking place more frequently to explore the context and implications of the data. That said, faculty who completed the training can now see other faculty's data which has been a cause of concern for some faculty. To help support this culture shift, our Faculty Assessment Coordinator collaborated with our Faculty Professional Development Coordinator to create a workshop centered around giving attention to the sensitive nature of the data and intentional awareness around the impact of change culture; something that will continue to be noted and addressed. Both coordinators also established a "PD/Assessment Advisory Support Board" made up of approximately 20 faculty and staff to participate in/provide feedback for ideas/work moving forward in both areas. Early feedback from campus faculty is that these efforts are needed and appreciated.

For Spring term, the Assessment Committee had planned to put together a catalog of what they learned this year, including what's working, what can be built on, and what can be woven in for faculty and campus leadership consumption in order to facilitate the creation of an assessment improvement plan. Covid-19 hit at a critical juncture of this work, however, and the creation of that catalog is currently on hold. With faculty's sudden move to emergency remote instruction, there is recognition that faculty do not have capacity to engage in this work to the extent that had been planned. Also, in light of the college's focus on becoming anti-racist, the Assessment Committee began collaboration with Professional Development (PD) committee to begin planning how we step back and think critically and carefully about what is the role of Assessment and PD in becoming anti-racist. The two committees are working with leadership to secure support in dismantling processes, curriculum and assessment that works against the college's anti-racist goals. As the Assessment Committee continues to gather SLO and course level objective, they are also involving faculty in the process of asking these broader questions about anti-racist assessment instructional structures.

REMAINING GAPS:

In reviewing this essential practice, we recognize that our assessment data is not yet available to students. In addition, while there is anecdotal evidence that faculty are using the results of their learning outcomes assessment to improve the effectiveness of instruction in their programs, we don't yet have a systemic way to track and assess this. This is the work we need to build into our action plans for next year.

Please note:
- Your Action Plan should outline how you will **close the remaining gap** between current practice and this EP.
- Your Action Plan should describe how you will **evaluate progress** on this EP.
- Your Action Plan should include strategies for **identifying outcome gaps and addressing equity goals** related to this EP.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. Please include activities to evaluate, refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Resources Needed*	*Target Completion Date*	*Status: Planning, Early Implementation, Scaling, Iterative*
Members of the Assessment Committee are partnering with Seattle Central's Assessment Committee on planning and conducting a facilitated discussion around best assessment practices at the upcoming ATL conference.	Assessment Committee	Time and effort	Summer 2020	Canceled due to Covid-19
Continue exploring the structure and assessment practices at other community colleges and analyzing assessment committees to gain useful insights for the creation of South's assessment plan.	Assessment Committee	Time and effort	Fall 2020	Iterative
Conversations continue between Committee members and colleagues on the topic of assessment, and the implications of this work on the achieving South's institutional goals of equity and inclusion for students, faculty and staff in all working areas of the college.	Assessment Committee, IR, Guiding Team, Deans	Time and effort	Ongoing	Iterative
Continue reviewing South's SLOs to determine if reduction of SLO's and revision can align assessment work across the college under the goals of Guided Pathways.	Assessment Committee, IR, Guiding Team	Time and effort	Spring 2021	Early Implementation
Building a complete and integrated understanding of assessment dimensions, such a college-level SLO's, Program Outcomes, and Degree Outcomes, clarifying the language around each layer in an effort to create a common language for committee members and for the college. A vocabulary resource page is being created for reference.	Assessment Committee	Time and effort	Spring 2021	Planning
Identify a way to make assessment data available to students	Assessment Committee	Time and effort	Spring 2021	Planning
Coordinate with Faculty Professional Development Coordinator to assess the effectiveness of educational and pedagogy practice and use results to create targeted professional development.	Assessment Committee, Professional Development Coordinator, VP, Deans	Time and effort	Spring 2021	Planning