



Community Colleges of Spokane
Spokane Community College

Guided Pathways Advisory Committees' Final Report for AY 2021-2022

June 22, 2022

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Executive Summary

In Fall 2021, the Senior Director of Institutional Effectiveness and Planning (SDIEP) recommended Spokane Community College develop a new committee structure to further the implementation of Guided Pathways at the college. Three Guided Pathways Advisory Committees were created to examine the practices within three of the four pillars of Guided Pathways: “Clarify the Path”, “Get on the Path”, and “Stay on the Path”. Prior to Fall 2021, the college had already established committees examining and improving the practices within the fourth pillar of Guided Pathways, “Ensuring Students Are Learning.” The SDIEP recommended that these committees continue their work under their original charges.

This report details the work completed by the three Guided Pathways Advisory Committees established in Fall 2021. With the President’s charge, the committees were asked to examine the Guided Pathways practices as envisioned by the State Board of Community and Technical Colleges (SBCTC) and assess SCC’s own efforts towards implementing Guided Pathways.

The “Clarify the Path” Advisory Committee examined SCC’s practices covering Degree Math and College Level English within One Year, Math Pathways, Pathways (including Meta Majors, Programs of Study, and Program Maps), and Scheduling.

The “Get on the Path” Advisory Committee examined SCC’s practices covering Intake (including orientation), Placement, and Structured Exploratory Experiences

The “Stay on the Path” Advisory Committee examined SCC’s practices covering Educational Planning, Engaging Students in Support of Completion, Predictive Courses, and Progress Monitoring.

Each committee was asked to answer the following questions for each practice in its purview:

- Where are we now with this practice?
- Where do we want to be with this practice? (What is SCC’s vision for this practice?)
- How will we know when we are there? (How will we show that we have implemented this practice?)
- What resources will we need to implement this practice?

The answers to these questions are listed in the pages following this summary. Through that examination, the committees developed the following recommendations for action.

Recommended Changes in Policies or Practices to Implement Guided Pathways

The Guided Pathway Advisory Committees recommended the following changes in policies and practices to fully implement Guided Pathways at SCC:

Degree Math and College Level English within One Year

1. Ensure that all program maps (typical student schedules), including those for Transitional, PACE, and ESL students, sequence college-level (or other applicable courses if not college-level) math and English courses within the first year.
2. Consistently emphasize the importance of completing college-level math and English (or the equivalent courses for Transitional, PACE, and ESL students) in the first year in instructional faculty, counselor, curriculum advisor, and mentor interactions. Accompany this messaging with

additional tutoring support and mentoring so students feel ready and able to successfully complete these courses, especially for students who are hesitant about math.

Math Pathways

3. Math Pathways for many programs are straightforward, but some programs allow students to take a variety of math courses to complete their program requirements. In conjunction with program mapping, have guidance course instructors, counselors, and curriculum advisors become familiar with the typical math pathways for each program of study, including developmental sequences, STEM and non-STEM sequences, so they can advise students accordingly.
4. Each student's unique math pathway should be visible in their ctclink academic plan (reference the Educational Planning practice for more information). This includes Transitional students or credit-earning students who are taking ABE-level math courses.
5. Provide more clarity regarding who can advise students about their math pathways, especially within Student Services.
6. When we create diagrams of math pathways, include the entire sequence starting with the earliest AB math courses. This will help us accomplish Institutional Objective #1 (*By June 30, 2025, increase the number of BEdA students transitioning into workforce or transfer programs within one year from start from 14% (2019-20 cohort) to 28%*) by making the transition from ABE to workforce or transfer programs more seamless.

Pathways (Meta Majors, Programs of Study, and Program Maps)

7. Research how other colleges have created program maps for Student Services, so we have models/ideas as we develop our own.
8. If a program fits within multiple meta majors, list the program under all applicable meta majors instead of just one. Listing programs under every related meta major will increase exposure and ensure that students are seeing everything that we offer.
9. Some programs within Career and Technical Education have identical program descriptions and outcomes (e.g., the program description and outcomes for an AAS degree may be the same as a one-year certificate offered by the same program). Identify those programs and revise the program maps to show the distinctions between those programs of study.
10. Similar to SFCC, populate the program map page with relevant job and employment information so students can make educated decisions about career prospects after graduating or transferring.
11. Develop and publish program maps for students who are not college ready in math and English. Many students self advise and will use the program maps to register for their developmental math, STEM, and non-STEM sequences.
12. All transfer students should meet with a counselor to discuss program maps and develop plans which align with their intended transfer destination, so they are "major ready" when they complete their AA-DTA.
13. Formalize and publish program maps for ABE, PACE, and ESL students.
14. SCC Cabinet recommendation: The program maps currently display cost information (tuition, fees, etc.). Use Emsi-Burning Glass salary info to calculate the number of months it will take for a student to pay for their education and display that info on the map.

15. SCC Cabinet recommendation: Create hyperlinks for each course listed in a typical student schedule that, when clicked, takes the student to the quarterly schedule. This will help with academic planning by giving the student the necessary information more easily.

Scheduling

16. Have departments coordinate class offerings so that students can complete their math and English courses within the first year while also completing their program-specific courses. It may not be possible to complete math and English in the first year if there are course conflicts between those courses and program-specific courses. Ensure students have a variety of times and modalities to facilitate this practice.
17. The annual schedule should be posted on its own webpage and be accurate. If students are self-advising, students should be able to move easily from the program map to the annual schedule.

Intake

18. Continue to improve the communication points between submission of admissions applications through confirmed registration. Until the full implementation of the CRM, develop strategic check-in points using multiple methods of communication, specifically focused on people who have not engaged in the next step of the admissions and registration process. Expand on ways for students to opt into phone calls, live chats, virtual appointments, or in-person appointments. These ideas reflect and support some of the previous work of the Mandatory Advising Guided Pathway subcommittee
19. Conduct meta-major, AA/DTA, and specialized group orientations prior to enrollment. These will replace the current NSO and should only be offered in-person and synchronously online. Asynchronous orientations do not allow for a personal connection or dialogue between people, which is a critical part of this recommendation. The vision for these orientations will group students who have applied for admissions into large groups categorized by meta-majors, transfer, ABE, and Running start intents. All students will emerge from these orientations with a first-quarter plan, an understanding of their program requirements, a map, an understanding of financial aid requirements, be enrolled in classes (or have a plan to enroll) and begin to have a sense of belonging at SCC.
20. Provide TILTed, jargon-free information about the admissions application, registration process, financial aid information, and career services. This information should be on the website in print and in video format.
21. Develop FAQs for the most commonly identified onboarding roadblocks with a connection to the chatbot.

Placement

22. Continue to assess and improve the current placement processes for English and Math.
23. Expand the placement options to include ABE English, Math, and ESL courses.
24. Formalize a way to document and communicate placement needs or processes for programs with non-math prefix classes. One option to accomplish this is to include this on program maps. Some programs do not require placement, others opt to manage their own, and others use the testing center to support their placement requirements. With some updates to the [Program Placements Requirement Dashboard](#), the college will have transparent information about

placement requirements. We recommend programs review this annually to ensure accurate information is published.

Structured Exploratory Experiences

25. Provide incremental, program-specific orientation activities for programs and students not currently served by one of the four student success courses (GUID 102, BT 152, HED 103, and APLED 102). These orientation activities will occur during the first quarter and whenever possible embedded into class time. We acknowledge this may impact instructional time and program outcomes. This recommendation intentionally gives programs and/or departments latitude in the scope and design to customize the delivery based on the needs of the programs and students.

The program-specific orientation activities do not need to be time-intensive, nor use too many instructional hours, however; students may not engage as much if tasked with participating outside of class time due to a variety of factors and due to financial aid regulations, not every student can enroll in a success class. We also acknowledge this may require programs to update program learning outcomes if students will be expected to participate during class time.

These activities should achieve the following:

- a. Students will create an academic plan beyond the first quarter.
- b. Provide opportunities for students to get to know each other, instructors, and the campus resources including tutoring, food pantry, health clinic, library, e-learning, career services, etc. The intent is to teach students how to help them develop and/or improve their autonomy and independence.
- c. Other meaningful activities relevant to the programs. Many programs are currently engaged in these practices and could serve as examples for others:
 - i. Faculty/administrator receptions
 - ii. Campus resource tours
 - iii. Introduction/informal mentorship between 1st and 2nd-year students
 - iv. Invitation for 1st quarter or 1-year students to visit classes later in the program
 - v. Student Success Day – an event that combines sessions highlighting student success skills with a campus resource fair.

This recommendation is a challenging one that should not be applied in a standardized manner and will be more difficult in some areas than others, including non-cohort programs. Due to this, time is needed to build a shared vision and support for implementation. Programs are already undergoing changes to program maps and curriculum, and if this recommendation is accepted this is one more change. Despite these considerations, this recommendation seeks to ensure all students have the opportunity to solidify their academic plan and find a home at SCC. This recommendation carries forward the work of previous Guided Pathway subcommittee recommendations, specifically Holistic Student Supports.

Educational Planning

26. All students should enter their educational plans into ctcLink and update them when needed. Currently, some educational plans are created on paper and then scanned into storage. When that happens, the contents of the plan are unsearchable using database methods. The Educational Planning and Progress Monitoring practices will only work with plans stored in ctcLink.
27. Provide additional training on Academic Advising Reports and the “Manage Classes” tile in ctcLink for students, faculty, and staff. Include training sessions in the TLC and in program orientations. Include information in a Canvas course.

Engaging Students in Support of Completion

28. Provide funding for a proposed faculty and peer mentoring program, including formal mentoring training and faculty mentor stipends.
29. Examine the security privileges in ctcLink to allow Faculty Counselors and Curriculum Advisors to view student academic plans created under the “Manage Classes” tile.
30. Routinely initiate “persistence campaigns” to encourage students to re-enroll the following term. These campaigns should also target students who have not petitioned to graduate at the end of that term. Additionally, the campaigns should include ABE students still working towards completion, along with ABE students wanting to transition into transfer or Professional/Technical programs (ABE students have been left out of some persistence campaigns in the past).
31. Boost the capacity of the Early Alert team to address alerts as they come in. Ideally, Early Alerts should be addressed within 24-48 hours. As we promote the Early Alert program and we see more faculty submitting alerts, the Early Alert team will need more support.
32. Integrate the Retention features of the Target X CRM, including the Early Alert feature. Faculty mentors should be “CC’d” on alerts for their mentees, and there should be a clear feedback loop with employees issuing alerts: What came of the alert?
33. Encourage faculty to submit Early Alerts at regular intervals throughout the quarter for students needing help passing the course. Alternatively, the Early Alert office can campaign faculty to enter alerts at regular intervals throughout the quarter, especially before certain key points in the term (like withdraw dates).
34. Provide more training on Early Alert, including its use and the kinds of resources available to students. This is especially important for the faculty who see our students frequently. For example, the Workforce Transitions office offers “Program visits” to faculty so the faculty can meet the Workforce Transitions staff and learn about the resources available.
35. Build a cross-divisional implementation team for [StudentLingo](#) to promote its benefits and use. For example, Early Alert Care Team members could refer students on Early Alert to StudentLingo’s video modules. Instructors teaching college success courses may also use StudentLingo videos in their courses.
36. SCC Cabinet recommendation: Celebrate milestones that to us seem routine, but are significant steps along the student’s path:
 - a. The student applied to SCC: “You’ve started on your path!”
 - b. The student registered for the next term: “You’ve taken your next step!”

- c. The student is one quarter closer to completing: “You’re just 3 quarters away from graduating!”
- d. The student completed math, English, or another significant program-specific course: “You’ve taken a big step forward!”

Treat each of these milestones as a “win.” For those of us with advanced degrees, these milestones may seem to be insignificant. But for a student who is attending college for the first time, they are huge steps.

Predictive Courses

- 37. IR should develop a list of predictive courses for each program. The list is shared with department chairs, counselors, curriculum advisors, the tutoring program manager, the Teaching and Learning Center, and the Student Learning and Assessment Committee
- 38. Counselors will review predictive courses and highlight the importance of spreading out those courses. However, for certain degree plans, and depending on when the student plans to graduate, some students may take these predictive courses in the same quarter. As students get ready to take these courses, connect with students early on to offer support.

Progress Monitoring

- 39. The Progress Monitoring practice relies on grades entered into ctLink to determine if students are staying on the path towards completion. Students should receive grades in ABE and ESL courses and instructors should enter those grades into ctLink. Without those grades, it is difficult to tell whether ABE and ESL students are making progress towards completion.
- 40. Design a process to link faculty mentors with mentees by using the “advisor” role within ctLink. SFCC is currently doing this with their students and counselors, and it is the best way to keep track of who is mentoring whom. SCC should also design processes to “unassign” mentors from students when the student graduates or stops out for an extended period.

The following pages provide more detailed information on each of the Guided Pathways pillars and practices. First, there is a diagram showing how the pillars and practices intersect with student progression through admission, first registration, and completion. Then, this report provides a description of each Guided Pathways pillar and practice, including SBCTC’s vision, a synopsis of where SCC stands now regarding each practice, a vision for the future of each practice, the deliverables that will let us know when we have implemented our vision, and the resources needed to achieve the vision.

Guided Pathways Pillars and Practices

The American Association of Community Colleges' (AACC) Pathways Project (aka "Guided Pathways") and the Washington State Board of Community and Technical Colleges (SBCTC) describe four *pillars* that make up Guided Pathways. Accompanying the pillars are Guided Pathways *practices*: specific efforts that promote student completion under the Guided Pathways model.

To promote the implementation of Guided Pathways at SCC, SCC's Senior Director of Institutional Effectiveness and Planning organized the Guided Pathways practices within the pillars and mapped both the pillars and practices against student progression from a prospect to a completer.

The "Clarify the Path" pillar contains these practices:

- Degree Math and English within One Year
- Math Pathways
- Program Maps
- Scheduling

The "Get on the Path" pillar contains these practices:

- Intake
- Placement
- Structured Exploratory Experiences

The "Stay on the Path" pillar contains these practices:

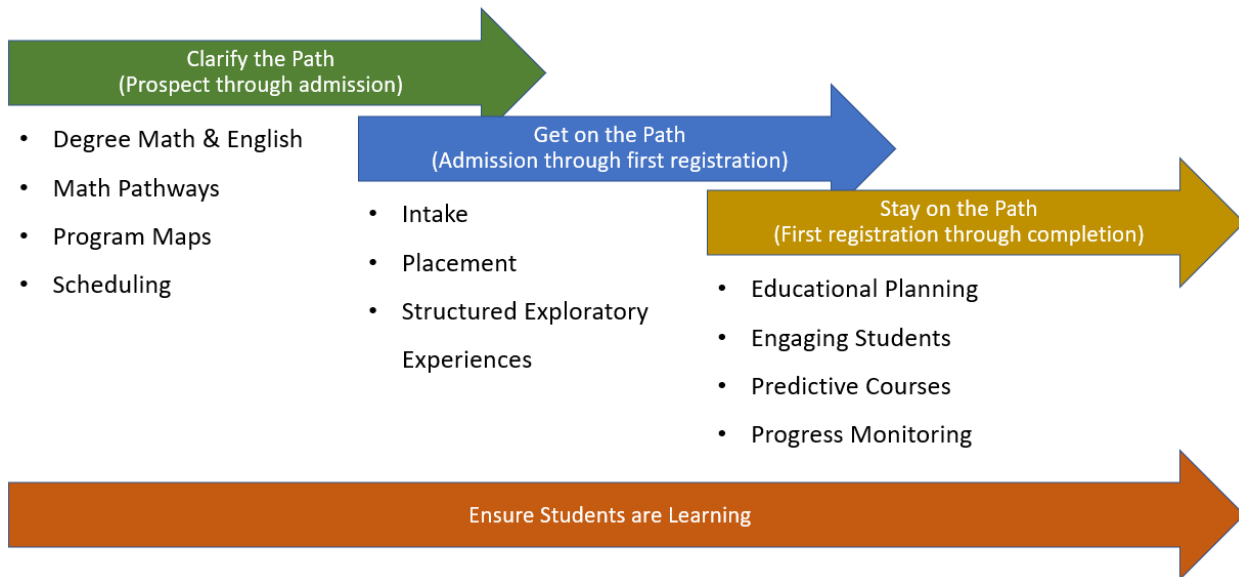
- Educational Planning
- Engaging Students in Support of Completion
- Predictive Courses
- Progress Monitoring

The "Ensure Students Are Learning" pillar contains these practices:

- Classroom Environment & Course Design
- Outcomes Alignment

The following diagram shows how each of the pillars and associated practices influence student progression through the institution:

Guided Pathways Pillars and Practices



It is important to note that the admission, first registration, and completion milestones associated with each pillar do not define exactly when each pillar starts and stops. Instead, these are more general time periods that may overlap. For instance, the Structured Exploratory Experiences practice gives each student two quarters to narrow, confirm, or change their program/degree choice. During those two quarters, students will continue planning future quarters and the institution will monitor their progress along the way. All the while, SCC Ensures Student Are Learning, which is a process that influences student development throughout each student’s academic journey.

The following pages describe SBCTC’s vision for the “Clarify the Path”, “Get on the Path”, and “Stay on the Path” pillars and their associated practices. Included with those visions are each Advisory Committees’ assessment of the practices and recommendations for implementing or improving each practice at SCC.

Pillar: Clarify the Path

Committee members included:

Aimee Elber (co-chair), Jeannie Isern (co-chair), Janelle Cordero, Amber Crumley, Kathy George, Rebecca Goss, Angela Jahns, Wendy Jones, Ronda Moorhead, Alicia Preston, Erin Smith, and Paula Truman.

SBCTC’s Vision for this Pillar

Programs are clearly mapped with sequenced courses, highlighting courses critical to success and “co-curricular” requirements with clear milestones. Each program has detailed information on employment opportunities and transfer requirements for related bachelor's programs.

Practice: Degree Math and College Level English within One Year

SBCTC's Vision for this Practice

Most students (including basic skills/transitional studies students) earn pathway/program appropriate college-level English and degree math credit within one year of enrollment (for part time students, within 45 credits).

Where are we now with this practice?

Counseling/Advising, Workforce, Veterans, DAS, and Testing Center are all working to encourage students to enroll in Math & English early on. Additionally, Running Start is planning to highlight this in their information sessions. There is no mechanism to ensure that students do this for some programs and degrees (e.g., blocked registration, requisite cohorts, etc.), so some students wait. There are a variety of campus resources & services available to students having difficulty in these areas, including tutoring, ABE Skill Building classes, College Prep., counseling services for test/math anxiety, and Ed Ready.

Arts and Sciences developed program maps for individual departments (i.e. English majors, Math majors, Science majors, etc.). Currently program maps are being reviewed by Counselors and aren't available to students yet. Students are counseled into taking math and English in the first year. Program maps are designed with college-level math. Developmental math and English sequences aren't in place yet. There isn't currently anything in place to require a student to take math and English within the first year.

ABE doesn't have a formal pathway for Math and English. ESL is developing a program map. PACE has a program map for Math and English, but it currently isn't widely available.

All Professional Technical programs have a Typical Student Schedule posted on the college website and they (mostly) include Math & English in the first year. Math & English is defined a little different in CTE – not necessarily MATH or ENGL courses – but may include some embedded material in existing program courses, APLED courses, or courses with the program prefix (WELD 113: Welding Math).

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

Reach out to prospective SCC students and emphasize the importance of completing Math & English in the first year. This kind of outreach may involve messaging through high schools and community centers around Spokane to support prospective students. Outreach to current SCC students should include follow-ups and nudges to move students in the right direction.

There are several ways to support students once they begin taking classes. First, there should be standardized processes for completing Math & English in the first year and those processes should be clearly communicated so everyone is on the same page. SCC provides desk guides, handouts, and improved website with all relevant information in one place. The information is reviewed quarterly and updated as needed.

Students receive further support by having the Academic Advisement Reports (AARs) in ctLink emphasize completing Math & English in the first year, Support Navigators, Canvas modules, Online workshops via StudentLingo, Khan Academy, and study guides/resources in the Testing Center.

Program maps should be available to students online and through advisors/counselors. Students should be encouraged to follow the program maps for their proposed major at a 4-year so they can be major

ready when they finish their AA-DTA or other Transfer degree. Students need more guidance on their plan once they are admitted. Students should meet with a counselor to develop their academic plan prior to starting classes. Annual schedule could be used to show students when classes are offered throughout the year. Students should have plans available to see that they could finish in 2 years and transfer.

PACE students will take a standardized test and complete one Math or English course at the appropriate level within a year of beginning the PACE program. After successful completion of the PACE Certificate of Completion, the majority of students who continue at SCC will earn pathway/program appropriate college-level English and degree Math credit within one year of starting degree or certificate classes. (Note: PACE requires successful completion of 30 PACE classes to earn the Certificate of Completion.)

For ESL students, after successful completion of the ESL program, students who continue at SCC will earn pathway/program-appropriate English and Math credit within one year of starting degree or certificate classes.

For ABE students, after successfully earning a high school credential (either a GED or a high school diploma), students who continue at SCC will earn pathway/program appropriate college-level English and degree Math credit within one year of starting degree or certificate classes.

How will we know when we are there? (How will we show that we have implemented this practice?)

We will know when this is achieved when most students are taking math and English in their first year as outlined above. This includes most students having a successful transition from PACE, ABE, or ESL programs to traditional College programs. Students are also less confused and more confident, are accessing resources, and feel well-equipped with resources and “ready” to take Math & English.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Program maps should have math and English courses sequenced within the first year (45 credits). IR should identify any programs that do not meet this requirement and ask them to consider making this change. Program maps should also include schedules for students who are not prepared for 100-level coursework in math and English.

Additionally, SCC should get buy-in from Student Services, Instruction, and Administration to promote completing math and English in the first year. This includes identifying barriers to completion of math and English in the first year and providing the necessary resources for staffing, products, and access. There should be clearly defined ways to communicate to the students about the resources available to them. Finally, if ctcLink is inhibiting this effort by not functioning correctly, SCC should request improvements with SBCTC.

Practice: Math Pathways

SBCTC's Vision for this Practice

Required math courses have been identified that are appropriately aligned and contextualized to each Program of Study.

Where are we now with this practice?

Students are currently able to register for math-co-requisite courses. Students may also work through the modules in EdReady to improve their placement into higher-level math courses along their path. When it comes to advising students along their math pathway, Student Services staff don't always know how to address these questions. There should be clear guidance around who can communicate these options, and when, along with a standardized message.

The Math Department is currently working on revising STEM pathway. Math 71 and 72 have gone through Curriculum Review. Crosswalks still need to be completed between 70s, 80, and 90s. 90s will be gone starting in Fall 2023 and will be replaced with 71 and 72. Better aligns Calc and Algebra series with state changes. Math Placement EdReady program for placement is in the works to develop new cutoff scores.

Additionally, PACE and ABE have a math pathway in effect. PACE works through Math 1, 2, 3, and then moves to Abe with Math Essentials to Pre-Algebra to Algebra/Geometry. Then to AE 48 and 68 (College Prep Algebra).

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

The Math Department is working to minimize sequence from developmental to college-level math. Within the next year to two years, STEM math will have fewer courses needed to graduate/transfer. Students should be taking co-req courses such as Math 46 and Math&146.

Counselors and advisors should be trained with new sequences and should clearly and consistently communicate what options students have for Math Pathways. Math program maps should also be available to students online for those who self-advise.

We should also coordinate a clear path between ABE and credit math programs. We have determined a clear path with PACE, but need to work on a clear outlined path with credit math programs.

How will we know when we are there? (How will we show that we have implemented this practice?)

SCC will have implemented this practice when the program maps are updated showing the new sequences and, for students taking ABE-level math, when we coordinate a smooth transition from ABE to credit Math programs.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Train counselors and advisors about the pathways and have the program maps show developmental sequences, STEM sequences, and non-STEM sequences for students who self-advise. This includes training on the transition from ABE math to STEM and non-STEM math courses.

Practice: Pathways (Meta Majors), Programs of Study, and Program Maps

SBCTC's Vision for this Practice

Programs of Study (clustered into Pathways) are well-designed with clearly defined learning outcomes aligned with industry identified needs and transfer pathways and are clearly mapped to guide and prepare students to enter employment and/or further education regardless of point of entry and course load. Students know which courses they should take when, are directed to default course selections designed to lead to on time completion and are able to customize their academic plans by working with an adviser or faculty member to address their individual context.

Where are we now with this practice?

Many Professional Technical programs have a basic block schedule which is displayed on each program's webpage. Not all of the information is accurate or present i.e. job data, tests or certifications that can be completed for licensure or career advancement, cost of those tests, some program descriptions are identical for an AAS and related certificates – these should be different and specific to the degree/certificate. Additionally, programs are currently only listed under one Meta major even though they fit multiple areas (ex. Medical Office only listed in Healthcare but fits the Business and Office category also). Listing programs under every Meta major that they are related to would increase exposure and ensure that students are seeing everything that we offer.

There is currently no map or typical student schedule for transfer students due to the variety of options and transfer destinations.

ABE doesn't have a formal pathway for Math and English. ESL is developing a program map. PACE has a program map for Math and English, but it currently isn't widely available.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

Prospective students can find a program map on our public website for their intended course of study. This map helps them understand what they will learn and the amount of time it will take to complete the program. The map provides a sample course sequence that can be customized when the student meets with a counselor or curriculum advisor. Additionally, formal and published program maps exist for ABE, PACE, and ESL programs.

Along with course information, IR/Marketing should populate the program pages with relevant job data/employment information for students to see.

All transfer students should meet with a counselor to access a program map—those choosing to self-advise need access as well—which aligns with their (proposed) 4-year university, so they join “major ready” when they complete their AA-DTA.

How will we know when we are there? (How will we show that we have implemented this practice?)

We will have implemented this practice once program maps have been published for transfer, ABE, PACE, and ESL programs.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Buy-in from Student Services/Instruction/Administration to finish program maps for students who aren't college ready. Additionally, IR should identify programs with identical descriptions so they can be

revised. Finally, if a program fits within multiple meta majors, list the program under all applicable meta majors instead of just one.

Practice: Scheduling

SBCTC's Vision for this Practice

Schedules are consistent, predictable, and are organized in a way that makes it possible for a full time student to complete a two year degree in two years (this could include block scheduling, hy-flex courses, or other flex schedule models). Courses are scheduled to ensure students can enroll in the courses (considering course conflicts, complementary and toxic combinations of courses, etc.) they need when they need them and can plan their lives around school from one term to the next.

Where are we now with this practice?

The Annual Schedule is created but not closely adhered to. It's also not easily accessible to students. Courses aren't necessarily scheduled for times students want to take them. Modalities aren't always what students want/need. Students don't have access to know what courses are being taught in which quarters.

Within ABE, schedules are created quarterly but are not accessible to students. Courses aren't necessarily scheduled for times students want to take them. Modalities aren't always what students want/need. PACE schedules are created quarterly, designed with their program maps in mind, it's also not accessible to students. ESL schedules are created annually, it's also not accessible to students.

Scheduling is not much of an issue for Professional technical programs because they are cohort programs with prescribed schedules.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

For transfer students, sequential science, math, foreign language courses should be identified which quarters are being offered so students can follow in sequence and don't get off track. Schedule should be when students need the courses. Modalities should be listed and should have range of modalities to meet students' needs. Schedules should be student centered.

Similarly for ABE students, classes should be scheduled when students need the courses. Modalities should be listed and should have range of modalities to meet students' needs. Schedules should be student centered.

How will we know when we are there? (How will we show that we have implemented this practice?)

We will have implemented this practice when transfer students are able to graduate and transfer in two years. For ABE students, we will have implemented this practice when students are completing ESL program, achieving PACE certificate, and graduating with GED or High School credential (within the appropriate time).

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Departments should work together to make sure courses are being offered so that students can take Math, English, and other courses at the same time. Make sure students have the options they need. Additionally, the annual schedule should be posted on its own webpage and be accurate. There may also be a need for more staffing and training for scheduling staff and department chairs.

Pillar: Get on the Path

Committee members included:

Sarah Stiffler (co-chair), Colette Wanke (co-chair), Ramona Barhorst, Norma Cantu, Sherri Carroll, Kris Christensen, Kris Cornelius, Austin Davis, Megan Fadeley, Krystal Janzen, Chelsea Kagan, Betsy Lawrence, Molly Popchock, Rhona Quandt, Linda Seppa-Salisbury, Marty Sells, Jennifer Wilson, and Tammy Zibell.

SBCTC's Vision for this Pillar

Upon entry students are shown all career and program options in their area of study or broader “meta-major” and are provided guidance to develop an individual educational plan. Courses are redesigned and supports are provided for students to complete college-level math and English courses for their intended field of study, ideally within their first year.

Practice: Intake

SBCTC's Vision for this Practice

Every new credential seeking student is provided structured exploratory experiences (through orientation, entry advising, college success course, ethnographic experience, etc.) informed by labor market information and designed to support their choice of a pathway upon enrollment and confirm a program/degree map within no more than two quarters. Orientation and intake activities are mandatory and designed to build a sense of belonging, clarify student career and college goals, and to create a comprehensive individual education and financial plan based on program/degree maps.

Where are we now with this practice?

Bigfoot Central provides a holistic one stop for all walk-ins. Triage for student’s next steps. Referral form “where do I go from here” There is also access to financial aid staff, a Chatbot that provides virtual triage, accessibility, and a point of connection. SCC also provides one primary phone number so people are directed to the correct place the first time.

Bigfoot Forward Events give time for students to finish admissions and financial aid tasks. Other welcoming events include opportunities for new Running Start and transfer students to take a campus tour, locate classes, get student ID, textbooks. However, these events are not required and not well attended.

SCC sets up welcome booths during the first week of the quarter at various locations on campus. Faculty and staff host the booths and are available to help students find locations and services, answer questions, and greet and welcome students.

The DEGA committee is currently updating signage that will be more inclusive and represent diversity; increasing the number of gender-inclusive bathrooms; creating interactive campus maps highlighting resources

Students are sent a welcome letter via email with information about Financial Aid, registration, and orientation. Counseling is referral based, and all admitted CTE and Transfer students are sent information through New Student Orientation (NSO). NSO is offered asynchronously online and has information about Financial Aid, registration, eLearning, libraries, and advising (too much all at once). Students are not required to complete the modules in NSO prior to registering for classes.

For ABE students, NSO is not required. New ESL students attend an orientation, and HS/GED students meet with a counselor. ABE curriculum advisors are the first point of contact for many ABE students. They refer to counselors.

Professional Technical programs have program orientations for new and prospective students. Curriculum advisors invite based on interest list via email, but these orientations have a high no-show rate.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

All students will engage in orientation activities, become familiar with their program map, learn the concepts of academic planning and financial resources available, and develop a sense of belonging. Students will know what resources are available to help them identify their career and academic goals. Students will be encouraged to create an academic plan in ctcLink based on their AAR and in consultation with faculty, counselors, and curriculum advisors.

IR will begin tracking data on applicable student steps from application to the second quarter.

To accomplish SCC's vision, we recommend the following:

1. Onboarding
 - a. Provide TILTed, jargon-free information about the admissions application, registration process, financial aid information, and career services. This information should be on the website in print and in video format.
 - b. Develop FAQs for the most commonly identified onboarding roadblocks with a connection to the chatbot.
 - c. Continue to improve the communication points between submission of admissions applications through confirmed registration. Until the full implementation of the CRM, develop strategic check-in points using multiple methods of communication, specifically focused on people who have not engaged in the next step of the admissions and registration process. Expand on ways for students to opt into phone calls, live chats, virtual appointments, or in-person appointments. These ideas reflect and support some of the previous work of the Mandatory Advising Guided Pathway subcommittee

Completion: by the start of Winter 2023

Metrics: We propose the effectiveness of this be measured using a dashboard similar to the [SFCC Applicant to Enrolled Dashboard](#) with metrics established once a baseline has been established.

2. Orientations

Conduct meta-major, AA/DTA, and specialized group orientations prior to enrollment. These will replace the current NSO and should only be offered in-person and synchronously online.

Asynchronous orientations do not allow for a personal connection or dialogue between people,

which is a critical part of this recommendation. The vision for these orientations will group students who have applied for admissions into large groups categorized by meta-majors, transfer, ABE, and Running start intents.

Outcomes of these orientations:

- a. Provide an overview of the programs within the meta-major or specialized grouping.
- b. Provide program information and requirements so students can confidently confirm a program of study after learning of all the programs in each meta-major/grouping.
- c. Teach students how to access their program map and how to create an academic plan in ctLink once AARs are developed and ready to access.
- d. Determine if placement is required for the program and provide follow-up for those in need of placement.
- e. Inform students of financial aid requirements and how academic performance impacts financial aid.
- f. Provide campus resource information students need to know prior to the first day of class: textbooks (including short-term textbook options - i.e., Financial Aid emergency book funding, lending library, Financial Wellness Program), technology, parking, campus, and building layouts and mapping.
- g. Students will enroll in first quarter classes or will learn how to enroll.

All students will emerge from this orientation with a first-quarter plan, an understanding of their program requirements and map, have an understanding of financial aid requirements, be enrolled in classes or plan to enroll, and begin to have a sense of belonging at SCC.

How will we know when we are there? (How will we show that we have implemented this practice?)

Completion: Orientation developed by the end of Winter 2023 and ready to implement for people enrolling in Summer 2023 and beyond.

Metrics: We propose the effectiveness of this proposal is measured by the Day 3 withdrawal/drop rate, enrollments at census data, and 1st to 2nd quarter retention. The IR team will correlate these measures with other guided pathway efforts.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Resources needed to implement the recommendations:

1. Staff time for developing the content and videos for admissions, financial aid information, career services, and applying the TILT framework.
2. Cross-train people to effectively guide students to the next step and provide access to information for staff to help guide students.
3. Develop a way for students to opt into a phone call, live chats, virtual appointments, or in-person appointments with SCC staff/faculty when using email communication.
4. Create a group tasked with designing the meta-major orientations. This group should involve both faculty and staff from key areas with representation from the Spokane campus and rural centers. This group should be charged to:

- a. Develop content, with consideration of standard and customized content as needed for each type of group (Running Start, students transferring from other institutions, students completing pre-req's, ABE, and non-cohort students)
 - b. Recommend a schedule.
 - c. Identify the roles involved.
 - d. Recommend a plan for ensuring content is updated.
 - e. Identify how students will be identified and tracked.
 - f. Identify what staffing is needed to accommodate evening and/or weekend sessions.
5. IR support to identify the best way to measure the effectiveness through correlation of guided pathway benchmarks to know if these efforts are aligning with the SBCTC and SCC vision for this practice. Identify a way to track students to know who has completed the orientation and who needs a more personal follow-up. The number of students matriculating should increase with each step.

Practice: Placement

SBCTC's Vision for this Practice

Placement is an equitable, measurable, educational process that fosters a sense of belonging and prioritizes every students' access to college level curriculum.

Where are we now with this practice?

For math placement, students can be placed by a high school transcript evaluation, prior college math, or placement reciprocity (through EdReady). If student places below college course level, enrollment is ABE 18. If the student's program requires math placement, a service indicator is placed on the student's account. Then, the Testing Center reaches out to the student. Staff follow up with students multiple times (phone calls seem most effective) and reminds student of next steps even if tasks are non-placement related.

For English Placement, SCC offers direct and indirect placement online. There are small class caps for beginning English courses. The English department is currently testing a variation of the first two weeks of certain English courses where students are assessed through a reading/essay assignment to see how they do. In the future, there is a possibility for an online ENGL 99 class, though there may be barriers.

ABE classes have a different placement process, except for ABE 18. In Professional Technical programs, course-specific requirements exist for math and English placement. For transfer students, their degree pathway indicated their math pathway (and necessary placement).

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

SCC continues with its current process for placing students into writing courses and continues with its plans to use transcript-based placement, EdReady, and faculty advising for math placement. Faculty, counselors, and curriculum advisors can view and use placement information to help with academic planning. IR will measure the effectiveness of these placement strategies and SCC will make improvements as needed.

To accomplish SCC's vision, we recommend the following:

Continue to use the current placement processes for English and Math, with the following specific notes:

1. Expand the placement options to include ABE English, Math, and ESL courses.
2. Formalize a way to document and communicate placement needs or processes for programs with non-math prefix classes. One option to accomplish this is to include this on program maps. Some programs do not require placement, others opt to manage their own, and others use the testing center to support their placement requirements. With some updates to this existing dashboard, [Program Placements Requirement Dashboard](#) the college will have transparent information about placement requirements. We recommend programs review this annually to ensure accurate information is published.

How will we know when we are there? (How will we show that we have implemented this practice?)

Completion: end of Fall 2022

Metrics: IR is working on determining a common definition of successful placement and ways to measure success.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Resources needed:

1. Coordination between English and ABE and ESL departments, and Math and ABE departments.
2. Time to develop TILTed, jargon-free information to explain the pathways, with careful attention to helping students understand the tuition and financial aid differences upon ABE/ESL enrollment, including the option to co-enroll in both ABE and credit-bearing courses.
3. Faculty and testing center staff time to review the existing placement dashboard and establish a way to communicate placement needs per program.
4. Data collection that will measure the effects of placement on student outcomes.

Practice: Structured Exploratory Experiences

SBCTC's Vision for this Practice

Default structured exploratory experiences have been included in the first two quarters of each program/degree map to enable each student to narrow, confirm, or change their program/degree choice. These experiences may be offered as a course, sequence of courses or be embedded in a First Year Experience course or identified program courses. These experiences should support students in exploring the world of work (through ethnographic study, building professional network access, etc.) in addition to exploring programs within their pathway.

Where are we now with this practice?

Structured exploratory experiences vary for students in different divisions. For students in ABE programs, HS/GED/ABE students meet with a counselor and create a detailed transition plan, then refer the student to an ABE Transition Curriculum Advisor. For students in Professional Technical Programs, first-quarter students may enroll in BT 152, HED 103, or APLED 102. Transfer students are encouraged to enroll in GUID 102, but this recommendation excludes students with previous college credits and part-time students. If students are undecided about their path, they are referred to Career Services and Counseling.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

SCC will continue assessing and improving its college success courses and will provide similar information related to the outcomes of those courses to students not required to enroll in the success courses.

To accomplish SCC's vision, we recommend the following:

Provide incremental, program-specific orientation activities for programs and students not currently served by one of the four student success courses (GUID 102, BT 152, HED 103, and APLED 102). These orientation activities will occur during the first quarter and whenever possible embedded into class time. We acknowledge this may impact instructional time and program outcomes. This recommendation intentionally gives programs and/or departments latitude in the scope and design to customize the delivery based on the needs of the programs and students.

The program-specific orientation activities do not need to be time-intensive, nor use too many instructional hours, however; students may not engage as much if tasked with participating outside of class time due to a variety of factors and due to financial aid regulations, not every student can enroll in a success class. We also acknowledge this may require programs to update program learning outcomes if students will be expected to participate during class time.

These activities should achieve the following:

1. Students will create an academic plan beyond the first quarter.
2. Provide opportunities for students to get to know each other, instructors, and the campus resources including tutoring, food pantry, health clinic, library, e-learning, career services, etc. The intent is to teach students how to help them develop and/or improve their autonomy and independence.

3. Other meaningful activities relevant to the programs. Many programs are currently engaged in these practices and could serve as examples for others:
 - a. Faculty/administrator receptions
 - b. Campus resource tours
 - c. Introduction/informal mentorship between 1st and 2nd-year students
 - d. Invitation for 1st quarter or 1-year students to visit classes later in the program
 - e. Student Success Day – an event that combines sessions highlighting student success skills with a campus resource fair.

This recommendation is a challenging one that should not be applied in a standardized manner and will be more difficult in some areas than others, including non-cohort programs. Due to this, time is needed to build a shared vision and support for implementation. Programs are already undergoing changes to program maps and curriculum, and if this recommendation is accepted this is one more change. Despite these considerations, this recommendation seeks to ensure all students have the opportunity to solidify their academic plan and find a home at SCC. This recommendation carries forward the work of previous Guided Pathway subcommittee recommendations, specifically Holistic Student Supports.

How will we know when we are there? (How will we show that we have implemented this practice?)

Completion: Implemented by Fall 2023

Metrics: Measure the number of students who build an academic plan in ctclink. Also, conduct a pre- and post-assessment of students' knowledge of campus resources during the Structured Exploratory Experiences term.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Resources needed:

1. Faculty buy-in with institution support through release time and/or stipends to develop program-specific orientation activities.
2. Create a group of faculty and staff tasked with designing a proposed outline/template/checklist of suggested program-specific orientations. These could be developed with the support of TLC and e-learning, and the information from the Holistic Student Support Community of Practice. Programs would be able to access developed information or create their own.
3. Faculty and staff time to identify ways to deliver program-specific orientation activities for non-cohort programs.
4. Identification of students not already engaged in one of the four student success courses.
5. Develop benchmarks for data collection to measure the effectiveness of this approach.

Pillar: Stay on the Path

Committee members included:

Rob Deyo (co-chair), Ashley Purdin (co-chair), Jessica Cross, Wendy Drum, Christa Hughes, Ben Shannon Ketcham, King, Sabrina Madlin, Melinda Martin, Anne Mayer, Ben Miller, Erika Naccarato, RJ Parrish, Liz Roewe, Katie Satake, Kammi Whitmire, John Yoon, and Zoya Zhuk.

SBCTC's Vision for this Pillar

Through intentional advising, student progress is closely monitored to keep them on their path, assist if they want to choose another path, and intervene if they go off the path. Students are provided information to easily understand their progress and the next steps to complete their program. Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them towards a more viable path of credentials and a career.

Practice: Educational Planning

SBCTC's Vision for this Practice

Educational Planning is mandatory, accessible, and highly engaging for all credential-seeking students. It provides meaningful information for student pathway/program decision making within two quarters. The college educational planning services monitor and provide ongoing educational plan adjustments as students' progress through completion or transfer. Professional educational planners, college navigators, advisors and faculty maintain close cooperation to ensure equitable access to all programs for each student.

Where are we now with this practice?

Many cohort-based Professional Technical programs do not allow for variation in their plans. If a student needs assistance with academic planning, students in these programs may see a Curriculum Advisor or a faculty member for guidance. AA-DTA students have planning that is engaging and informative, though some students may wait several weeks to meet with a counselor. However, when students create academic plans with counselors, those plans are not entered into ctclink. Instead, they are recorded on paper and scanned. This prevents SCC from monitoring and providing ongoing educational plan adjustments. ABE students use a paper-based process as well.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

In the "Structured Exploratory Experience" practice, students learn how to access and interpret Academic Advisement Reports (AARs) in ctclink for their program of study and develop an initial academic plan. This plan is stored in ctclink. Then, students work with counselors or others to modify their plans as necessary. Additionally, information delivered by SCC's Office of Institutional Research (IR) through the "Progress Monitoring" and "Predictive Courses" practices inform both initial and ongoing academic planning.

Ultimately, all faculty, staff, and students know how to use and interpret the fully functional AARs and What-If reports within ctclink. For a student's primary academic plan, the AAR will show them what degree requirements remain to be satisfied and which courses fulfil those requirements. The What-If reports will empower students with their educational planning by showing them where they would be in their degree progress if they changed to a particular academic plan.

The AARs function best when the student's academic plan and requirement term are accurate. Ideally, students will only have active academic plans for those degrees they are actually pursuing. AARs check a student's progress against their requirement term (also known as their catalog year). The requirement term needs to be updated to align with best practices in counseling.

AARs will benefit Transitional Studies students as well, along with grades for ABE courses in ctclink, counselor's having access to Live grades in Canvas, and a yearly schedule set for long-term planning.

How will we know when we are there? (How will we show that we have implemented this practice?)

By the end of Spring Quarter 2023:

- 100% of the programs of study will have an Academic Advisement Report (AAR) built in ctclink
- Admissions and Registration will develop methods to update AARs as needed
- SCC will develop methods that allow students to create and modify educational plans in ctclink. Students requesting assistance with this task should be able to meet with a curriculum advisor, counselor, or instructor within three business days. Implementation of these methods should begin after SCC creates public-facing maps and AARs in ctclink.

Regarding the goal to get assistance to students within three business days: Ensuring that our students have access to assistance during high demand times might require expanding our current advising model. This will be particularly challenging during high demand times, like prior to the start of a quarter (especially Fall).

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

Have ABE courses look like other courses in ctclink (discrete courses) for one-year schedule, grades, etc. Additionally, provide regular training on AARs to new faculty and staff, including information about how to read them and use them.

Practice: Engaging Students in Support of Completion

SBCTC's Vision for this Practice

The college identifies when students are losing momentum in progress toward completion and has communication tools, policies and supports in place to work with students to address their identified barriers. Students who are not making progress toward accessing selective admissions programs (nursing, dental hygiene, etc.) are provided relevant information regarding additional pathway options leading to a family sustaining career.

Where are we now with this practice?

Faculty and staff use SCC's Early Alert system to identify students who are losing momentum or have circumstances that may prevent them from completing. When the Early Alert Coordinator receives an alert, the coordinator attempts to contact the student within 24 hours of receiving the alert. The first two attempts are electronic, and the third attempt is by letter. Students who need tutoring services are referred to Tutor Support for content specific questions and study skills support. Students who need additional support with food, housing, daycare, and similar services receive help from our Workforce Transitions office.

Additionally, when grades post, counselors review grades for students in selective admission programs and contact the students whose grades are lower than the requirements for their intended program of study. Counselors also stay in communication and schedule check-ins with students on Academic Warning, Probation, and Suspension to provide support so the students stay on track.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

SCC continues promoting its Early Alert system and ensures that all relevant faculty and staff know how to access the system and know what sorts of issues trigger the necessary interventions. The goal is to identify a student to the Early Alert Team as soon as the student is struggling in the classroom, or when the student may have circumstances that may prevent them from completing, or when a student indicates that they may not return the next quarter. Counselors, among others, will continue working with students when referred through Early Alert. Some students do not respond to the outreach, but ABE has seen its students respond better when the students know the person reaching out to them and when they use texts or calls vs. emails.

SCC should also routinely initiate "persistence campaigns" to encourage our students to re-enroll the following term. These calling campaigns should target post-secondary students who have not petitioned to graduate at the end of that term. Additionally, the campaigns should include ABE students still working towards completion, along with ABE students wanting to transition into transfer or Professional/Technical programs (ABE students have been left out of some persistence campaigns in the past).

In addition to Early Alert, the information delivered by Institutional Research in the "Progress Monitoring" practice will provide more opportunities to engage students. Faculty mentors will receive information about their mentees, showing each student's progress and likelihood of graduating. The faculty mentors can then tailor their outreach strategies for students who need a low level of support, a moderate level of support, or a high level of support. More details about the mentoring programs will be available by the end of the spring quarter.

How will we know when we are there? (How will we show that we have implemented this practice?)

The Early Alert system has already been implemented. SCC will implement the remainder of this practice when the information in the Progress Monitoring practice becomes available and SCC uses that information when engaging students.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

There is one funding request and three policy/process change requests:

Funding request:

1. SCC is building a faculty mentoring program and a peer mentor program for students. Details about the mentoring programs will be available by the end of the spring quarter, but SCC should provide funding for formal mentoring training, along with faculty mentor stipends.

Policy/process change requests:

1. Design a process to link faculty mentors with mentees by using the “advisor” role within ctcLink. SFCC is currently doing this with their students and counselors, and it is the best way to keep track of who is mentoring who. SCC should also design processes to “unassign” mentors from students when the student graduates or stops out for an extended period. Integrate the Retention features of the Target X CRM into this practice, including the Early Alert feature. Faculty mentors should be “CC’d” on alerts for their mentees, and there should be a clear feedback loop with employees issuing alerts: What came of the alert?
2. Provide more training on Early Alert to faculty and staff, especially emphasizing student perceptions about the Early Alert system. If someone receives an alert about a student, a “warm handoff” will be essential: Students will be referred to a person who can help them and not just an office.

Practice: Predictive Courses

SBCTC's Vision for this Practice

For each Program of Study, key courses in addition to math and English have been identified that are predictive of student success in completing that specific program. This information is used to develop supports and increase the integration of inclusive teaching and learning strategies to increase success in these predictive courses and used by advisors when helping students make informed selections and/or transitions between programs of study. Please note: This is different than identifying and addressing "High Enrollment/Low Completion Classes."

Where are we now with this practice?

SCC's Office of Institutional Research (IR) has not yet identified courses, other than English and Math, that predict student success in completing each specific program.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

IR identifies courses in each program that predict a student's likelihood of completing that program. A list of those courses is used to develop support, increase the integration of inclusive teaching and learning strategies, and to help students make informed decisions about programs of study.

For ABE, predictive courses may be Math Essentials and/or Reading Basics. These two lower-level ABE courses can determine if a student is placed correctly (meaning move to PACE services or move onto next level math/reading) and if extra support is needed. For the extra support, tutoring should be more accessible to ABE students in all subject areas (meet the student where they are at). IBEST would be the best placement for many students coming out of an ABE program. Bring back Academic IBEST for those needing extra support in those first year English and math courses.

Upon developing this list, this practice should be buttressed by the vision for Engaging Students in Support of Completion (this list identifies students who are potentially at risk). When working with students, counselors will review predictive courses and highlight the importance of spreading out those courses. However, for certain degree plans and depending on when the student plans to graduate, they may take these predictive courses in the same quarter.

SCC should also use the information about predictive courses to connect with students early on to offer support. If a student struggles in a predictive course, there may be external factors causing the struggle (childcare, financial, food, etc.). Connecting those students with support can promote student success.

How will we know when we are there? (How will we show that we have implemented this practice?)

IR develops a list of predictive courses for each program. The list is shared with department chairs, counselors, curriculum advisors, the tutoring program manager, the Teaching and Learning Center, and the Student Learning and Assessment Committee.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

No additional resources will be needed to implement this practice. However, we cannot use this practice with ABE or ESL students until those students receive grades in their courses and their instructors enter the grades into ctLink.

Practice: Progress Monitoring

SBCTC's Vision for this Practice

Student progress toward credential completion is monitored on an ongoing and regular basis. This information is used to inform selective admissions program entry, scheduling, course design, and educational planning policy and practice. Student progress monitoring data is used to provide frequent and regular feedback and resources to students, college faculty, staff, and administrators.

Where are we now with this practice?

SCC's Office of Institutional Research (IR) can determine whether a student has successfully completed a requirement for their program of study. However, this is contingent upon the student's declared program of study with Admissions and Registration (A&R). If the student's program of study in ctclink is inaccurate, the progress monitoring will also be inaccurate. Additionally, when students create academic plans with counselors, those plans are not entered into ctclink. Instead, they are recorded on paper and scanned. This prevents the IR office from notifying anyone when a student registers for a course that is not part of their academic plan.

Where do we want to be with this practice? (What is SCC's Vision for This Practice?)

IR provides reports via Data Central to identify students that are straying off their path towards graduation. They will provide faculty and staff answers to the following questions:

Academic Plan and Progress:

- Is the student following the academic plan they entered into ctclink?
- In absence of an academic plan, is the student deviating from the requirements for their primary program of study?
- Has the student earned a below-desired grade in a predictive course?
- Has the student registered for a toxic combination of courses?
- Has the student earned a grade below a 2.0 in any course or withdrew from a course?

Risks to 150% completion:

- What is the student's likelihood of graduating within 150% time to completion?
- What are the reasons why a student may not graduate within 150% time to completion?

The information in these reports will be used in the Guided Pathways "Engaging Students in Support of Completion" practice.

How will we know when we are there? (How will we show that we have implemented this practice?)

We will have implemented this practice when the reports are available in Data Central.

What do we need to get there? (What resources will we need to achieve our vision? People? Data? Technology? Funding? What about changes in policy or processes?)

There are no funding requests, but two policy/process change requests:

1. Students should receive grades in ABE and ESL courses and instructors should enter those grades into ctclink. Without those grades, we cannot tell if ABE and ESL students are making progress towards completion. The Progress Monitoring practice relies on grades entered into ctclink to determine if students are "staying on the path" to completion.

2. Explore entering mid-term grades into ctclink, especially for students who need additional support. Entering mid-term grades into ctclink allows progress monitoring to happen more frequently.

