

Santiago Canyon's Submission - Last Updated December 13, 2017, 4:11 pm

Inquiry 1-3: Cross-Functional Inquiry - Early Adoption

Please briefly explain why you selected this rating.

The college continuously examines research and local data on student success and discusses overarching strategies to improve student success. This is evident throughout multiple discussions across committees within our college governance structure. These committees are comprised of individuals who represent their college constituents which include staff, faculty, administrators and students. Many of these discussions take place during planning and goal attainment discussions. For example, in the development of the Enrollment Management Plan, data related to student success, retention, attrition, completion, pathways, student experience, and modality of course offering were some of the local data shared, discussed and utilized to inform the established goals and planning for enrollment. However, while discussions surrounding data to improve pathways and/or student outcomes occurred, the terminology specific to principles of Guided Pathways (GP), nor the framework, was not consistently a topic of discussion. For this reason, the college considers itself in early adoption; coupled with the fact that some discussions on student success are happening in silos.

Describe one or two accomplishments the college has achieved to date on this key element.

Another example of effective research and use of student success data is the College's Program Review Process for Academic Affairs and Student Services. These Program Reviews are very intentional, inform our Educational Master Plan, and are utilized for all college planning and resource allocation by our College Council. Likewise, the college has had several broad range discussions across the college and with multiple constituents to discuss GP. At the onset, a group of faculty, staff and administrators engaged in a conversation after reading, Redesigning America's Community Colleges. Thereafter, led by the Academic Senate, a broad constituent group discussed and developed a mock redesign of how the College's certificates and degrees could be fully mapped out. Currently, the Associated Student Government is planning a retreat to do the same mock redesign exercise to better inform our planning as we consider how we will map out our GP.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge or barrier that we anticipate which may hinder our progress toward cross-functional inquiry is the need for a system in which to effectively collect, utilize and disseminate information in a more user-friendly and automated process. Although there is extensive use of data to inform our planning, the manner in which we streamline data collection and sharing limits our capacity. Another challenge is establishing a strong framework where GP becomes a consistent topic of discussion. In order for the college to move into this direction, we need to ensure that all constituents at the college have an understanding of GP; that there is an acceptance and buy-in from all groups. While we have had several large scale conversations they have been through cross-functional inquiry.

Inquiry 2-3: Shared Metrics - Scaling in Progress

Please briefly explain why you selected this rating.

The college has defined and shared metrics across its different initiatives. Institution-set standards for accreditation have been established for the number of degrees and certificates awarded and embedded into the Instructional Program Review. The College's Office of Institutional Effectiveness is assisting the Basic Skills, Student Equity, and SSSP Initiatives in using disaggregated data to track and evaluate achievement gaps in completion outcomes for different groups of students resulting in the development and implementation of strategic interventions to promote equitable outcomes for students. Using the CTE Outcomes Survey, the Strong Workforce Initiative has initiated tracking of employment and earning outcomes of students who have participated in the college's CTE programs. Survey results are

being used to improve CTE programs. The Transfer Success Center has received a new and useful metric from the college's Office of Institutional Effectiveness: Transfer Volume. With a newly acquired license to the National Student Clearinghouse (a primary source for identifying students who went on to enroll at a university) the Office of Institutional Effectiveness was able to conduct an extensive recalculation of transfer volume for the past five-year period resulting in more accurate transfer data. This information, in combination with other internal data and what we have learned from disproportionate impact studies through Student Equity, have resulted in improved programming of university transfer services for students. As data for all metrics is not yet disaggregated, SCC is at scaling in progress.

Describe one or two accomplishments the college has achieved to date on this key element.

The college has implemented the Multiple Measures Assessment Project (MMAP) to promote more accurate course placement to avoid unnecessary remediation for disproportionately impacted students. Math and English faculty coordinated with counselors to apply multiple measures for student course placement in spring 2017. By using high school transcripts as a placement tool to decrease the number of basic skills courses required to complete the math and English sequence, 1,660 local high school students placed into math and English as follows: 37% placed into college level math and 51% into college level English. Initial data indicated that 58% had previously tested into non-transferable math and 73% had tested into non-transferable English courses, respectively. Given the extraordinary results, Math and English Departments have fully adopted MMAP thus removing one potential barrier to student success.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The college is in great need of software to input, warehouse, and group information (e.g., Student Learning Outcomes, Service Area Outcomes, DPPs, Program Reviews, and Resource Requests) in an efficient, one-stop electronic location. In addition, the college needs human capacity to help facilitate this college-wide endeavor.

Inquiry 3-3: Integrated Planning - Scaling in Progress

Please briefly explain why you selected this rating.

The college has well established integrated planning processes including: (1) Institutional Planning (contained within the Educational Master Plan); (2) Department Level Planning (contained in department planning portfolios which are completed annually and through Program Reviews that are completed every three years); and Integrated Planning (recently achieved through the categorical integrated plan for SSSP, BSI, and Student Equity). These established planning processes provide a framework for the integration of GP into existing plans. Additionally, the college established an Initiatives Integration Workgroup in 2014 and has a history of leveraging existing categorical resources by communicating across divisions to avoid duplication and to provide a seamless delivery of services that support student success. Through our collegial governance structure, faculty, staff, students and administrators engage in college-wide decision-making with opportunities to engage in integrated planning efforts. Credit and Noncredit SSSP, Student Equity, and BSI program leaders along with administrators, instructional faculty, counselors, staff and students communicate regularly and align efforts that best meet student needs. Initial conversations have begun with key constituents on incorporating a GP framework into our institutional planning processes. SCC is scaling in progress and well situated to move into full scale.

Describe one or two accomplishments the college has achieved to date on this key element.

In 2014 the VPSS created the Initiatives Integration Work Group to assemble the categorically funded program leaders (SSSP; BSI; Student Equity; Adult Ed Block Grant; Continuing Education) to increase communication and coordination; leverage resources and avoid duplication; to coordinate the data

management for outcomes assessment and evaluation; and ultimately to provide a seamless delivery of services that support student success. This group served as the precursor to the state required integrated plan and provides a framework to continue the consensus building required in the GP framework. Another accomplishment is the planning efforts to facilitate pathways for students from our Continuing Education (CE) program (noncredit) to credit. The English as a Second Language (ESL) noncredit program and the American College English (ACE) credit program offer various dual ticketed classes each semester. Students who successfully complete these courses transition into the ACE program classes without taking the entry assessment. Credit counselors work with continuing education students to provide orientation and facilitate the transition to credit coursework and CE counselors provide workshops on college advisement and registration. In addition, articulation agreements are in place for CE high school students to transition to credit English and Math courses.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

As with any new system, we anticipate an initial reluctance to utilize the GP framework as an overarching structure for the college's main planning and resource allocation process. The GP framework was introduced in spring 2017 and there have been two well attended workshops and there is buy-in from key enthusiastic leaders. . We believe we can alleviate this reluctance through additional focused work and communication. Another challenge is the timing of incorporating GP into our 2016 – 2022 Educational Master Plan (EMP). The EMP serves as a blueprint for future direction and specific GP terminology is not employed; however, several of the current EMP institutional goals support the GP tenets.

Design 1-5: Inclusive Decision-Making Structures - Early Adoption

Please briefly explain why you selected this rating.

The Santiago Canyon College GP Group selected early adoption as the current scale of implementation for a few reasons. Although stakeholder groups have begun work on GP, an official cross-functional team to steer the process has yet to be fully developed. In addition, key campus constituents have been included but there is still a need to create a more explicit and vetted process for selecting constituents and gathering input.

Describe one or two accomplishments the college has achieved to date on this key element.

Santiago Canyon College has made a few accomplishments towards the creation of inclusive decision-making structures. There have been various workgroups who have started the GP process. The first group met during the 2016-2017 school year. This group used the text, *Redesigning American's Community Colleges: A Clearer Path to Student Success* by Bailey and Jagers, to start the conversation around GP. This was the beginning of starting GP at SCC. Another accomplishment came from the Academic Senate leadership. In the fall of 2017, the Academic Senate Retreat was based around a GP. During this retreat, attendees were given the history of GP, a review of what has taken place on campus to support GP, and participated in a meta-majors activity. This fall SCC sent a large group to the GP training on September 28th. That group and two additional members met in October to begin this self-assessment. All these actions demonstrate a commitment to moving forward and supporting full-scale implementation.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Implementing decision-making structures for GP is an exciting venture but will present challenges along the way. We have identified two challenges as we move toward full-scale implementation. The first challenge is ensuring buy-in from stakeholders. It is imperative that our college community understands what GP means at SCC and that key stakeholders are able to articulate that message. Understanding the importance and need for GP will necessitate background work to help build strong communication

and collaboration. The hope is to have buy-in and a positive mindset towards making the necessary changes. The first part of this process will be creating GP decision-making structures and how these will be implemented. This will necessitate listening to feedback from across the college and including it when creating cross-functional teams. If these teams have a collaboratively strong foundation then the decisions they make will have better support. The second challenge we identified is having consistency and commitment from the workgroups and team participants. This is a challenge that is not unique to GP. For the success of GP at SCC, a consistent and committed group of key members to help guide this project is imperative. This requires a clear understanding of the responsibilities and expectations of members, as well as a clear process of how team members are selected. The inclusion of key stakeholders is integral to the success of GP. Each of these areas need strong and committed support to ensure that college-wide representation is always part of the process. We will continue to anticipate and address these challenges as we continue on toward full-scale implementation.

Design 2-5: Intersegmental Alignment - Scaling in Progress

Please briefly explain why you selected this rating.

There has been significant progress made for this key element at Santiago Canyon College. There are many partnerships, both established and in development, between our K-12 partners, four-year institutions, and industry partners. Various partnerships include those with local high schools such as dual enrollment opportunities; those through our Division of Continuing Education supporting vocational opportunities and local industry; as well as various partnerships with four-year universities. While many partnerships exist, some are stronger than others, putting SCC at scaling in progress but ready to move to full scale.

Describe one or two accomplishments the college has achieved to date on this key element.

Partnerships have been created with four-year institutions. Through the Student Transfer Achievement Reform Act (SB 1440) in California, we have developed 22 Associate Degrees for Transfer (ADT) that students can complete. This allows students to have an easier transition from the community college to the California State University as well as improving time to graduation. Partnerships have been developed with private institutions as well, such as Bellevue University. Bellevue University, a non-profit, regionally accredited institution, provides distance based Bachelor's degree programs and has a physical presence on our campus via an outreach manager. Recommending completion of an Associate's Degree, it provides another opportunity for students to transfer and reach their educational and career goals. These partnerships help create pipelines and options for students pursuing transfer options. There are also various partnerships that have developed with high school feeder districts through our Pathways to Teaching Program. This program encourages and supports students pursuing teaching credentials. Through partnerships at both the K-12 and university level, students are provided opportunities to take college credit in high schools and provide our students support towards their transfer. These are some of the many partnerships that Santiago Canyon College has established.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge will be that of aligning our partnerships with GP. As we develop and grow GP we will need to ensure that our partnerships are able to be flexible and likewise align. While some current partnerships may support this model others may need to be adjusted. As we develop new partnerships we will also have to make sure they align with GP. This alignment also ties in with the perception from some campus constituents that GP is too prescriptive. There may be pushback from those with this bias and they will need to have opportunities to be heard, receive feedback, and then strategies for improving these partnerships. Finally, tied into our scale of alignment, there is the challenge of making sure all of our partnerships and pipeline alignments are strong across all of our partners at all levels.

Design 3-5: Guided Major and Career Exploration Opportunities - Early Adoption

Please briefly explain why you selected this rating.

Upon review and careful consideration, the GP design team at SCC has proposed that we are in the early adoption phase on this key element. We feel that our college has begun the important step of investigating the GP framework, and discussing amongst various constituency groups what this framework may look like at SCC. A preliminary “brown bag” session was held on campus in May 2017, allowing faculty, administrators and staff present to begin discussions on the basics of GP as a framework for student success. In August 2017, SCC’s Academic Senate President and Executive Board led a degree & certificate clustering exercise at the annual Fall Senate Retreat. Faculty, administrators and staff present were broken into groups, provided with a comprehensive list of all certificate and degree options offered on our campus, and asked to provide examples of how these options may be clustered into broad interest areas. However, at present we have not yet made the jump to formally developing and implementing clear academic clusters (i.e., meta-majors or interest areas), nor have we come to a position of consensus on how foundational gateway and career exploration courses should be infused within our GP structure.

Describe one or two accomplishments the college has achieved to date on this key element.

Our college has made some preliminary strides in work toward creating an initial approach to GP by building upon efforts already underway at SCC. We offer a variety of career exploration courses and recruitment/outreach efforts that may serve as possible avenues for assessing student interest early, as they prepare for pathways into higher education. As part of our early student recruitment activities each year, we offer both general and specialized orientation/academic planning sessions tailored to the diverse interests of incoming students pursuing various majors and careers. We currently offer specialized orientations to students pursuing majors/careers in Science, Technology, Engineering and Mathematics (STEM), as well as Future Teachers. In the spring of 2018, we intend to build upon these initial efforts and pilot academic planning orientations for students pursuing degrees in several other pathways, including Arts/Humanities/Communication, Business, Career Technical Education, Health Sciences, Social Sciences, and General/Undecided tracks. This pilot effort, in addition to continued discussions and involvement of all constituency groups, may help to inform how our campus could go about the clustering of meta-majors and/or interest areas.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One perceived challenge we anticipate will be ensuring that we reach consensus and achieve buy-in from all faculty, administrators and staff – many of whom have very diverse views of the GP concept. This will be met by increasing the number of opportunities for all members of our campus to interact and discuss the merits and perceived challenges of a GP framework, and lend their voices to the design and implementation of the pathway system at SCC. Our conversations thus far have been incredibly productive, both within the informal design team itself, and across various constituency groups under our shared governance structure. We anticipate these efforts to only increase in the near future.

Design 4-5: Improved Basic Skills - Scaling in Progress

Please briefly explain why you selected this rating.

In order to achieve this academic goal, AB 705 calls for the use of one or more of the following multiple measures to place students: previous high school coursework, grades and “cumulative” grade point average. Santiago Canyon College has scaled several evidence based-strategies as the use of high school performance for placement including grade point average (GPA) and previous course grades in

the same subject matter for placement. Co-requisite remediation and the shortening of developmental sequences for remediation have also been implemented. Curricular innovations including the creation of both credit and noncredit coursework at Santiago Canyon College. Hence, scaling in progress was selected as the scale of adaptation for the following reasons. Santiago Canyon College has evidenced-based scaled strategies in the area of Improved Basic Skills. The first strategy is the adaptation and implementation of multiple measures in both of the credit and noncredit programs. The Santiago Canyon College credit program and the Division of Continuing Education has aligned curriculum with the American College English (English as a Second Language sequence), and mathematics in order to facilitate students' ability to develop the necessary language, and math skills to enter college level course work. Much progress has been made in the area of Improved Basic Skills at Santiago Canyon College.

Describe one or two accomplishments the college has achieved to date on this key element.

Santiago Canyon College credit and noncredit staff worked in collaboration to improve key elements to date, including to achieve the scaling in progress stage adapting and implementing the Improved Basic Skills strategies allowed teaching faculty, student services faculty, administrators and staff to interact and strengthen collegial bonds. Students who test two-to-three levels below the transfer level in English are currently offered a Fundamentals of Reasoning and Writing course to complete remediation in as little as one semester. Our Transformers Program is specifically designed to serve basic skills students committed to completing the English and math pathways. In Continuing Education, five part-time math instructors were trained to teach Math 080/086, a new algebra course that will articulate to credit Math 080/086. Furthermore, they have developed instructional videos and an OER textbook that mirror the content of N55 (Beginning Algebra) to bolster pre-algebra concepts. Likewise in English, ten part-time faculty were trained to instruct a new noncredit course that will articulate to credit English 101. Both of these math and English courses will be offered for the first time in spring 2018. The new Centers and Programs Collaboration Task Force (CPC) continues to explore ways to incentivize students who take advantage of our multitude of services to further boost retention and student success. We are currently working to develop a Student Success Certificate award for those who participate in campus workshops and whom take advantage of supplemental instruction.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge that is currently being addressed is the need for data to support full implementation of the improved basic skills. Not enough sections have been offered and therefore not enough data is available to scale up at this time. Additionally, once this data is collected, software must be procured that will allow for disaggregation.

Design 5-5: Clear Program Requirements - Scaling in Progress

Please briefly explain why you selected this rating.

Santiago Canyon College has progressively moved towards improving course offerings to meet students' demands. Discussions on course sequence mapping and predictable class schedules are ongoing every semester throughout different college committees [Enrollment Management Committee, Department Chair meetings, Discipline Deans meetings, College Council, and Associate Student Government (ASG)]. Student representation and feedback is an integral part of the discussion and are taken into consideration when building predictable class schedules. Through student surveys and Town Hall meetings ASG has brought forth the students' voice and has shaped enrollment offerings while paving pathways so students' can meet their educational goals. As some course offerings and schedules are designed to meet student demand, scaling in progress is occurring with efforts towards full scale.

Describe one or two accomplishments the college has achieved to date on this key element.

Santiago Canyon College has built predictable schedules based on several collaborative efforts. Every semester Department Chairs and Administrative Deans analyze course enrollment trends, elements such as, wait-listed numbers and low enrollment numbers are studied to predict if more sections should be offered or if course offerings should be placed on a two year rotating calendar. Discipline Deans have added course sections based on recommendations made by the Counseling Department and/or students. The Honors program, STEM, and English Department have mapped out course sequences, various sections are offered and additional courses are added based on wait listed numbers. The Enrollment Management Committee (EMC) has accomplished several milestones, one being that the committee membership of EMC is representative of a cross-disciplinary team. Every semester EMC studies SCC enrollment trends and that of other California Community Colleges. In fall 2016 data from the Office of Institutional Effectiveness and ASG student surveys were reviewed to determine if Santiago Canyon College should continue offering an Intersession; data showed a need to continue offering intersession. Another milestone born out of the EMC, was the Associate Degree for Transfer course offering grid. In spring 2017 the Counseling Department requested disciplines with an ADT to map out course offerings for all courses listed on the ADT. The grid allowed for counselors to build more accurate student education plans that map and predicate educational goal completion.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Challenges or barriers that may hinder Santiago Canyon College from providing clear pathways for students to meet program requirements include finding faculty/staff to teach extra sections of course offerings and the limited facilities/space that prevents growth of course scheduling. Additionally, SCC does not have software that can assist with predictive analytics to determine student success in prerequisites. SCC is in the early phase of the electronic Student Education Plan, and is unsure as to how the current technology interface with the electronic student educational plan will lend itself to building predictable schedules.

Implementation 1-6: Proactive and Integrated Student Supports - Early Adoption

Please briefly explain why you selected this rating.

While the College has made progress toward being proactive with integrating academic and non-academic support services, this practice is not campus wide. There are some structures that exist whereby support services staff, counseling faculty, and instructional faculty meet to collaborate and discuss ideas and ways to improve coordination. For example, many existing committees are comprised of such representation such as the Honors Program Committee, Enrollment Management Committee and Student Success and Equity Committee. Likewise, these committees utilize tools to monitor student progress and discuss data to inform some of their decisions. However, the use of a mechanism to monitor, track and intervene student progress across multiple committees or programs are not used by most staff or departments and if it is, it is not consistent. For this reason, the college sees itself at early adoption.

Describe one or two accomplishments the college has achieved to date on this key element.

For more than two years, the college has established the Integrated Initiatives Group that brings together our Basic Skills Committee, SSSP for credit and noncredit, Adult Education Block Grant (AEBG), Strong Workforce Preparation and Student Equity to discuss and collaborate with student support services. The group focuses on ensuring that we are not working in silos and that our work does not overlap by collaborating across multiple initiatives. Part of the work of this group is to come together and discuss the multiple metrics that are required for each initiative and the alignment to institutional goals and other planning processes. The overarching goal is to develop a means to assess and measure all metrics required by these initiatives, utilizing a single tool to measure student success and progress based on the goals of both the College and multiple initiatives. In this manner, improved student planning and interventions would be possible.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One of the college's biggest challenges is identifying or developing a single mechanism for which to track and monitor students' progress and more importantly whether they are "on-track" to complete their program of study. While students are completing their student educational plans and they are updated when they meet with an individual counselor, being able to individually monitor at a larger scale has been a challenge. The lack of identified software creates program tracking limitations that inhibit the college's currently ability to reach the demands of "full scale" criteria and the ability to inform scheduling demand and pathway completion. In addition, there is a challenge with increasing student involvement at the planning level because of the multiple demands on student schedule. Further, SCC has an under-utilized Early Alert system that could be further developed to link students with instructor recommended support services.

Implementation 2-6: Integrated Technology Infrastructure - Early Adoption

Please briefly explain why you selected this rating.

We selected the early adoption rating for the Integrated Technology Infrastructure category, but feel that we are moving towards the scaling in progress rating. We feel that the college has technologies in place to support planning and counseling (thus the early adoption rating) and are being used regularly (thus the moving towards scaling in progress rating). The problem is that these technologies do not necessarily work well together, nor do all faculty and staff take advantage of these technologies (thus not being fully into the scaling in progress category).

Describe one or two accomplishments the college has achieved to date on this key element.

The college has an Early Alert system that faculty can use to notify students regarding their standing in the class. Areas to report on include attendance (warning students they have a significant number of absences and in order to pass they need to attend class regularly), punctuality (reminding students to arrive on time and not to leave early), behavior (warning students that they are being disruptive or disrespectful), participation (reminding students to participate in class on a regular basis), study skills (suggesting that students put more time into the class), assignments (reminding students to complete assignments and turn them in on time), and work quality (suggesting that the work completed is not meeting course standards). Faculty can prepare custom messages for each student and can direct them to links for various resources on the campus for help. Another accomplishment is that the college has degree audits that can run student records, show the courses students have taken and what they have left in their program, and can give current GPAs and program notes. One concern is that students may not understand how to run one of these degree audits themselves. The college also has access to Eureka, an online career database, to help inform students of careers.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

A primary barrier is instructor reluctance to use the Early Alert system. Another challenge our college faces is that WebAdvisor (our online advising system used by both faculty and students) and Blackboard (our online learning management system) do not communicate with one another. Fortunately, we are in the process of phasing out Blackboard and will be using Canvas within a year. The college is hopeful that Canvas will work better with WebAdvisor than Blackboard does. A second challenge the college faces is that there is a disconnect between our online education planner and our enrollment management software, which poses a challenge to our counselors. Finally, the college currently does not have a way to track student demand and link that to scheduling.

Implementation 3-6: Strategic Professional Development - Early Adoption

Please briefly explain why you selected this rating.

The College has identified itself as being in early adoption for strategic professional development. While professional development is offered comprehensively during the entire week of both the fall and spring semesters and throughout the academic year, the focus has been based on the need and demand from faculty and staff. In order to be at full scale we would need to ensure strategic efforts were made to align professional development with the College's overarching initiative goals. This however, would be the College's next steps now that we have identified common goals through the submission and coordination of our integrated plan.

Describe one or two accomplishments the college has achieved to date on this key element.

Based on recent survey and participation data, the Professional Development committee, previously known as the FLEX committee, was renamed to be more inclusive of all college staff (faculty, staff and administration) and thus added classified membership. The Professional Development Committee schedule has thus resulted in more comprehensive professional development opportunities for all constituencies. These changes have been in place for the last two years and have increased participation from classified staff. In addition, the Office of Student Equity and Success offers an array of local workshops and conference that all employees are encouraged to attend (pending funding). Both of these professional development opportunities are highly advertised.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

As previously mentioned, while professional development opportunities are well thought out and planned by the Professional Development Committee and other initiatives such as BSI, SSSP and Student Equity, they are not directly tied to the strategic goals. However, those that are linked directly to a specific initiative are in direct alignment to the goals and metrics of each specific initiative. The next steps towards full scale adoption will be direct alignment of professional development to the college's overarching goals; the use of data (student data and student learning outcomes) to identify our greatest needs; and the continued increase of classified participation. This work would need to be initiated and valued by the Professional Development Committee as the next steps.

Implementation 4-6: Aligned Learning Outcomes - Scaling in Progress

Please briefly explain why you selected this rating.

The college has selected scaling in progress because the college's performance surpasses the description of the early adoption rating for the Aligned Learning Outcomes key element. Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. However, the results of learning outcomes assessment are not consistently linked with professional development or changes to course or program content. While there have been a number of instances where the relationship between learning outcome assessment and course or program changes is evident, this is not done so consistently. Further, outcomes assessment results are not linked to professional development in a meaningful and intentional way.

Describe one or two accomplishments the college has achieved to date on this key element.

One accomplishment the college has achieved related to this key element is that all course-level student learning outcomes have been mapped to Institutional Learning Outcomes. This work is completed during the curriculum development process and reviewed every four years through the mandatory, cyclical evaluation of courses and programs the college offers. Another accomplishment the

college has achieved is the mapping of all Service Area Outcomes to Educational Master Plan goals, which are the institutional priorities for a six-year period. This helps ensure that the services provided are regularly evaluated to determine whether students' needs are being met, all while making progress toward institutional goals and advancing the mission of the college.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge the college is experiencing is being able to access the necessary data for the decision-making process. Currently, the college employs an assessment management system that is cumbersome and does not easily provide relevant information for program evaluation and the achievement of institutional learning outcomes. The college is in the process of vetting other assessment management systems, looking for a solution that better suits the needs of the institution. It will be imperative that we improve access to data that are already being collected so that decisions about program improvement can be better informed and professional development opportunities can be more focused and are related to learning outcome assessment results. Another challenge the college is facing is in the alignment of Program Learning Outcomes. While all Program Learning Outcomes are linked to Institutional Learning Outcomes, the alignment of Student Learning Outcomes to Program Learning Outcomes has been problematic. The college believes this is a result of developing Student Learning Outcomes and Institutional Learning Outcomes independently, without consideration for Program Learning Outcomes, which came last. Essentially, we have built the outcomes assessment bridge from both ends, hoping that everything aligns in the middle where the Program Learning Outcomes reside. The college will need to evaluate its current approach and refine its Program Learning Outcomes looking through a GP lens.

Implementation 5-6: Assessing and Documenting Learning - Scaling in Progress

Please briefly explain why you selected this rating.

Currently, attainment of all learning outcomes is tracked; attainment data is accessible by all faculty but is not made available for individual students. Considering that every course is required to have at least two student learning outcomes, most programs use learning outcomes results for improvement. Additionally, all course student learning outcomes must be mapped to program learning outcomes. In turn, all course program learning outcomes must be linked to the institutional learning outcomes. Department and division meeting agendas' regularly include learning outcomes on the agenda. Conversation on this topic includes creation, assessment and reporting of outcomes; as well as closing the loop and discussing whether students are reaching the outcomes and what can be done to better do so. Each department is responsible for assessing student learning outcomes and reporting all data to the Office of Institutional Effectiveness that then warehouses these data on the Office of Institutional Effectiveness and Accreditation Dossier. Any person visiting the website can access these data and track how courses are meeting outcomes, however because these data is not disaggregated to the section or student level SCC is at scaling in progress.

Describe one or two accomplishments the college has achieved to date on this key element.

The creation and maintenance of the Institutional Effectiveness and Accreditation Dossier has been instrumental in allowing all members of the community access to our outcome attainment data. Not only does it house course outcome data for both credit and noncredit, it also contains student services and administrative services outcomes. Additionally, all program data and program reviews are kept on this page. Another major accomplishment has been the incorporation of outcomes into our planning documents. Resource requests now provide a section to supply outcomes data and explain how the request will enhance student learning. This is further evidence that SCC is using attainment data at all levels to inform institutional planning and budgeting.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key

element.

In order to reach full scale, there must be a method by which to record individual student learning outcome attainment; our current software does not allow for the disaggregation at a finite level. Currently, we are part of an Institutional Effectiveness Program Initiative visit to address this concern. However, even if new software is found, this would require a shift in reporting, as currently faculty report course outcomes, not individual student outcomes. The challenge in this will be duplicate data entry, as faculty will have to record outcome assessment separately from grades. Moreover, these data would have to somehow be communicated to the student; questions arise as to when, how and how often. It is safe to assume that once these issues are reconciled, then all programs will examine and use outcomes results to improve the effectiveness of instruction and the institution.

Implementation 6-6: Applied Learning Opportunities - Early Adoption

Please briefly explain why you selected this rating.

As the college offers a few courses and programs which affords students the opportunity to learn by engaging in direct application of skills, theories and models, SCC is at early adoption. For several years, the college's Education program has offered a guided pathway for high school students to begin working towards Certificates of Proficiency in After School Program Assistant, After School Program Associate Teacher and/or as a Special Education Paraprofessional. The Certificates in After School Program and Associate Teacher both lead to state certification for the School Age Assistant and Associate Teacher Permit; thus, guiding students to immediate employment. The Special Education Paraprofessional Certificate helps to prepare students for an entry-level position requiring practical skills and knowledge to work with persons with disabilities. In addition, these courses provide major preparation for transfer to four-year institutions to continue a course of study in special education. The three certificates were designed to afford incoming students the opportunity to begin working in their field of interest while simultaneously working on additional coursework to further long term goals such as transferring to a university to obtain a teaching credential. In addition, students pursuing real estate and biotechnology are also afforded the opportunity to participate in internships as part of the curriculum required in order to obtain a certificate.

Describe one or two accomplishments the college has achieved to date on this key element.

For the past six years, STEM students have had the ability to apply for eight-week undergraduate research and enrichment opportunities with two local universities. These research partnerships have afforded students the ability to conduct cutting-edge research working alongside university professors. Students have also been awarded stipends for their time and commitment of completing the eight-week research program. The college's Division of Continuing Education has recently written new curriculum and is now offering programs in Certified Nursing Assistant (CNA) and Medical Assistant. The Nursing Assistant program includes theory and clinical segments designed to prepare students to complete the CNA certification and potentially seek employment as entry-level healthcare assistants. The Medical Assistant program also has a required externship for successful completion.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One of the significant challenges the college faces which may hinder progress on the advancement of applied learning opportunities is designated personnel to assist with further development and central coordination of applied learning opportunities. In addition, the STEM undergraduate research opportunities noted above are available for only a few students and were awarded through grants, which the college secured. The college must continue to seek opportunities and seek out additional partnerships with universities and outside agencies in order to provide further applied learning opportunities for students. Continued grant writing is a necessity, which also requires designated personnel and/or faculty willing to serve as project directors for any given awarded grant the college may receive. Lastly, faculty involvement and support across all disciplines is paramount in order for

applied learning to be viewed as a viable teaching pedagogy, which would require professional development for the institution at large.

Reflections: Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall? - Scaling in Progress

Please briefly explain why you selected this overall rating

While the college identified itself equally in between early adoption (7) and scaling in progress (7), we believe we have existing practices that lean more towards scaling in progress. These are evident within the narrative of the self-assessment.

What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

What would be most helpful for us at the college is to be given the resources and support to permit us to have college wide conversations that include a Guided Pathway framework. This requires time and financial resources to investigate further ways in which to move our college into full scale. While some needs have been identified in the self assessment, the next steps require college wide dialogue, collaboration and buy-in.