

# Preview

## Details

### College

Southwestern College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

## Contacts

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Awaiting Submittal

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Awaiting Submittal

**Data Sharing**

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

**SSM Data Sharing**

I agree with the SSM data sharing.

Yes

**Pillar 1. Clarify the Path**

## Practice A

**Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).**

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

Each of the college's more than 300 degrees and certificates has been sorted into one of 11 "Fields of Study" that best describes majors and their specific academic programs related by their career or industry focus or discipline. Our eleven fields of study are the following:

- Arts, Media, and Design
- Social and Behavioral Sciences
- Business
- Service Industries, Technology, and Information Systems
- Education
- English, Communication, and Journalism
- Explorations and Undecided
- Health and Medical Occupations
- Public Safety, Law, and Professional Services
- Science, Technology, Engineering, and Mathematics
- Cultural Studies, Humanities, and World Languages

The fields of study are included on our college website as the primary landing page for students searching for degrees and certificates. Information including a video explaining the fields of study is for students available on that site. The college has modified the CCCApply application to require students to select a field of study before selecting a specific degree or certificate as their program of study.

In addition, the college's Outreach Office has begun using the fields of study as a career and academic planning tool when visiting local high schools.

### Timeline for Progress to Date

#### Term and Year

Fall - 2018

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

#### Marketing Materials for the Fields of Study

A cross-functional team is working with a student graphic designer to develop posters and other printed materials to inform students of the fields of study as well as to develop short videos for each field of study.

**Term and Year**

Fall - 2020

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale****Field of Study Support Team Pilot**

The Dean of the School of Counseling Personal Development and the Counseling department chair are developing a pilot support group around one Field of Study. This pilot group will include faculty from programs in the school, a data coach, a counselor, and others. The pilot will inform potential support structures that can be applied to all Fields of Study.

**Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale****Redesigning Basic Skills**

The Reading & Learning Skills Department will work closely with the Counseling Department and essential Jaguar Pathways implementation teams to reduce, eliminate, and reconstitute its basic skills classes. It is also exploring the possible design of a CSU transferable RDG 100: Field of Study Reading and College Success. In this course, students will develop a repertoire of college reading, writing, thinking and learning skills and strategies while simultaneously exploring an array of field of study topics. One reading and writing project might require students to research, explore, read, and write about SWC resources to include a range of academic and student support services. Another research and reading project, might require students to identify a major, meet with their counselor to complete their SxS/SEP, and visit the Transfer and Career Center.

**Term and Year**

Summer - 2020

**Term - Detail (optional)**

Not Entered

## Next Steps Toward Implementing Practice at Scale

### Explore Curriculum to Support Fields of Study and Student Success

The Reading & Learning Skills Department will work closely with the Counseling Department and essential Jaguar Pathways implementation teams to reduce, eliminate, and reconstitute its basic skills classes. It is also exploring the possible design of a CSU transferable RDG 100: Field of Study Reading and College Success. In this course, students will develop a repertoire of college reading, writing, thinking and learning skills and strategies while simultaneously exploring an array of field of study topics. One reading and writing project might require students to research, explore, read, and write about SWC resources to include a range of academic and student support services. Another research and reading project, might require students to identify a major, meet with their counselor to complete their SxS/SEP, and visit the Transfer and Career Center.

#### Term and Year

Summer - 2019

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice B

**Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.**

### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice

To ensure programs are designed to prepare students for employment or transfer the college has a rigorous curriculum approval process for all programs as well as a program review and a program viability process to ascertain program effectiveness for students. More specifically, programs in career technical education fields rely on advisory committees and industry partners to verify that program design supports student employment after graduation. The college maintains clear articulation agreements with universities to support further education and student success after transfer. The college has developed programs that respond to local and national employment needs and several grants have been awarded to faculty to develop programs that meet those needs.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Program Viability

The Jaguar Pathways team and the Academic Senate will lead a discussion on program viability to determine if programs may be redesigned or eliminated to improve clarity and direction for students. The discussion will focus on many metrics and data beyond completion rates.

##### Term and Year

Spring - 2020

##### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice C

**Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.**

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

Using grant funds provided by the Strong Workforce program, the college's career technical education (CTE) programs each have a website based on a template that includes industry information, related degrees and certificates, and department-specific information such as contact information. However, some programs have chosen to augment the template which makes the information included on each website inconsistent when viewed holistically. In addition, non-CTE programs are in the process of standardization, although the template is similar to that of the CTE programs. The SWC website includes information on gainful employment, though this will likely not be updated in the future due to regulation changes. The college Career Center website provides general employment information as well as links to external resources such as Careers for the Future, LaunchBoard, Salary Surfer, Choice 360, Career Cafe, etc..

#### Timeline for Progress to Date

**Term and Year**Fall - 2019

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale****Consistent Websites for Non-career Technical Education Programs**

The Jaguar Pathways team has developed a template for non-CTE program websites. The template will be applied to all non-CTE program sites in January 2020. Faculty will have the option to augment and expand their program sites with a request to the Institutional Technology department. A consultant has also been brought in to make recommendations for improving the entire website.

**Term and Year**

Fall - 2019

**Term - Detail (optional)**Not Entered

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**Next Steps Toward Implementing Practice at Scale****Exploring Program-related Employment and Education Opportunities with CCCMyPath**

The college recently decided to adopt CCC MyPath. The Jaguar Pathways team will explore options created for program-related employment and educational opportunities included in this student interface. A large part of the Student Onboarding improvement efforts related to CCCMyPath include career exploration before selecting a major. The pilot will include Career Coach as an assessment for those students who are undecided in their major.

**Term and Year**

Spring - 2020

**Term - Detail (optional)**Not Entered

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Faculty will need time and training to enhance their program's web presence beyond the template.

**Support Needed - Detail**

Additional professional development is needed for our web development platform.

**Type(s) of Support**

- On-campus/individual training

**Practice D**

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

**Scale of Adoption at Our College**

Not systematic

**Progress to Date****Progress to Date Implementing Practice**

Between Spring 2018 and Spring 2019, the Jaguar Pathways team created a program mapping process that partnered counseling faculty with discipline faculty and used a template developed by a cross-functional team of faculty, administrators, staff and students. Using that process faculty have mapped approximately 80 degrees and certificates. While maps exist for about 25% of our degrees, the most commonly granted degrees, and all ADT's will be mapped by the end of Fall 2019. These maps are included on the college's website sorted under each program's field of study. The team prioritized completing program maps for the most popular degrees and certificates. Currently, new maps or revisions to current maps is the responsibility of a reassigned faculty counselor.

**Timeline for Progress to Date****Term and Year**

Fall - 2019

**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale****Design and Establish an Ongoing Program Mapping Process for Faculty**

The Jaguar Pathways team will develop a policy around program maps and whether every program is required to have one. Part of that discussion will be the business process required (i.e. approvals) and what resources will be assigned to support the process including new technology resources such as the "Bakersfield Program Mapper" or another technology solution. In addition, we are working on a way to keep the Program Maps updated as their programs may go through modifications. There currently is no technology to support this, so we are looking for a sustainable and consistent way to maintain accuracy on all Program Maps.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Inquiry and design work should begin in spring 2020

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### Next Steps Toward Implementing Practice at Scale

#### Completion of Degree Works Project and Curriculum Tracks

Currently, Jaguar Pathways is helping to fund a technology consultant to update our Degreeworks system in ellucian Colleague. An update to the system will allow for the Student Planning module in Colleague to be utilized to provide students a form of a program map that they develop themselves. Although the project should be completed in spring 2020, additional conversations are needed to determine who will continue to update the system and what business process will be followed.

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into.

Lack of human resources in key offices and financial support for technology

#### Support Needed - Detail

Additional funding may be needed to invest in developing a technology solution for updating program maps and additional human resources, both faculty and classified professionals, may be needed to utilize fully the functions available in ellucian Colleague to support program mapping

#### Type(s) of Support

- Policy guidance
- Technology support

## Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

#### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

SWC has made little progress in aligning math courses appropriately with a student's field of study. There is reasonable alignment between courses required in a program and the necessary math aptitude a student should display to be successful in the program, but more comprehensive work should be done to ensure required math courses are congruent with program learning outcomes. Math faculty have designed a new math sequence to allow students entry into statistics, without intermediate algebra. While this area needs attention, counselors work with students to identify required courses for their field of study in abbreviated and comprehensive Student Education Plans to ensure students take the best math pathway for identified degree and career goals.

Math faculty are interested in creating new math courses to complement different disciplines and some of those classes may be developed as we map majors. Math 100 has been identified as the Math class for CSU transfer for students in majors that do not require a specific Math requirement. Other disciplines such as Communication are suggesting students take a statistics course over an algebra course as it provides more functional skills for students based on their program of study.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### The "Right" Math

The Jaguar Pathways team will continue to discuss options for identifying "the right math" for each field of study as part of its ongoing discussions of effective teaching and learning practices and through its development of a pilot project for supporting students in each field of study (see Pillar 1, Practice A). In addition, math faculty are exploring noncredit options as a pre-pathway or concurrent option for students.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Pillar 2. Get on the Path

### Practice A

**Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.**

#### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice

To date, Southwestern College has made attempts to provide assistance for every new student to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible, but those efforts are not systematic or widespread. At the college, new students participate in an initial college orientation face-to-face, fully online, or hybrid format, and new students get assistance with the development of an student education plan in their first two semesters. After a student's first semester, new students work with counselors on a comprehensive Student Education Plan. In addition to its expansion of the Student Education Plan, SWC has started a large First Year Experience program and have developed several Learning Communities with personal development classes to support career exploration. Additionally, the SWC Outreach Office continues to utilize Outreach Peer Ambassadors in the high schools. The peer ambassadors have begun integrating Jaguar Pathways innovations in their presentations.

A major development with great potential is the college's decision to adopt the CCC MyPath suite of student onboarding tools. CCC MyPath is a guided pathway onboarding platform that provides information and resources to incoming students, and bridges the gap between the online application our college operations and services. CCC MyPath aims to address the falloff between applications received and student enrollment numbers by keeping students engaged with the college and with the system and to help students be able to explore careers before selecting a major. The Jaguar Pathways team has hired a project manager to work with all stakeholders to design and implement the CCC MyPath interface.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Implement CCC MyPath

The college will design its version of CCC MyPath to support students as they explore the college, apply, select a program, and receive student services.

#### Term and Year

Fall - 2020

**Term - Detail (optional)**

Students will have access to MyPath beginning in Summer 2020 with full implementation by Fall 2020.

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**Next Steps Toward Implementing Practice at Scale****Faculty Consultation Groups**

Develop a partnership between Counseling faculty and discipline faculty with Counseling faculty taking lead to assess strategies for improving student career exploration initiatives and strategies. This will also include communication about work-based learning opportunities for students so that they are connecting to potential careers as they work on completing their programs.

**Term and Year**

Fall - 2021

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale****Support for FYE and FTC Populations**

Provide First Year Experience and First Time In College students with experiences such as workshops, curriculum enhancement and online services to help them explore career/college options during their first semester. This may include the development of curriculum, such as Reading or Personal Development courses, to support and reinforce FYE/FTI and other existing career/college or program of study exploration efforts.

**Term and Year**

Spring - 2021

**Term - Detail (optional)**

Not Entered

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**Next Steps Toward Implementing Practice at Scale****Enhanced Orientations**

The Jaguar Pathways team will enhance existing orientation practices and tools to support a more clear onboarding of students. This will include creating differentiated orientations focused on special student populations which may benefit from a unique orientation experience.

**Term and Year**

Summer - 2021

**Term - Detail (optional)**

Not Entered

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## Support

No support requested

## Practice B

**Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.**

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

To date, Southwestern College has supported academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English—but those efforts are not systematic or widespread. SWC provides limited Supplemental Instruction and embedded tutoring through the Power Study Program (PSP) in a few sections of courses such as Chemistry and Biology to support students, but most PSP tutoring occurs in mathematics and English and Career Education courses. Another strategy used by SWC to support unprepared students is the use of learning communities linking English, math, and personal development courses with gateway courses.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Contextualized Learning

The Jaguar Pathways team will work with administration and faculty to explore the development and expansion of contextualized learning strategies in career technical education courses and in gateway courses. This conversation may include identifying gateway courses for the colleges fields of study.

### Term and Year

Summer - 2020

### Term - Detail (optional)

Not Entered

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### Next Steps Toward Implementing Practice at Scale

#### Explore Expanding and Institutionalizing the Power Study Program

The Jaguar Pathways team will work with the administration to explore expansion and resourcing of the Power Study Program. This conversation may lead to future planning. This could include recruiting student workers who have completed major coursework with A or B grades as embedded tutors in major specific gateway classes and identifying funds for ongoing support. Institutionalizing the PSP coordinator and administrative clerk positions will free up grant monies to hire more PSP tutors

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

The term denotes a starting date for initial conversations.

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### Next Steps Toward Implementing Practice at Scale

#### Learning Communities

The Jaguar Pathways team will work with faculty and administration to explore expanding learning community opportunities and effective practices associated with learning communities.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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### Next Steps Toward Implementing Practice at Scale

#### Field of Study or Guided Major RDG, ENGL, ESL Contextualized Support and Accelerated, Hybrid, Learning Community

The Reading, English, and ESL departments are exploring the possibility of piloting Field of Student RDG 158/ENGL 115 and/or RDG 158/ESL 115 first semester, Fast-Track/Hybrid learning communities. These linked classes will use their "content flexible" curriculum to not only enhance students' college literacy and learning skills, but to also build discipline-focused schema by designating a specific Field of Study to each linked cohort. Assignments in these classes could involve visiting the Career & Transfer centers and meeting with an academic counselor to complete their SEP/SxS. These learning communities support a range of VFS, JP and SEAP goals.

#### Term and Year

Summer - 2019

### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice C

**Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

AB 705 has been implemented and our local high school district shares student transcript information so incoming freshman can be seamlessly placed into English and math courses. SWC is beginning the work of aligning math courses appropriately with a student's field of study. A preliminary list of math courses appropriate for each degree or certificate in a field of study was drafted and will be reviewed by Counselors, math faculty and the assessment office. There is reasonable alignment between courses required in a program and the necessary math aptitude a student should display to be successful in the program, but more comprehensive work should be done to ensure required math courses are congruent with program learning outcomes. New placement guidelines allow most students access into a transfer-level quantitative reasoning class. Counselors work with students to identify required courses for their field of study in abbreviated and comprehensive Student Education Plans to ensure students take the most appropriate quantitative reasoning pathway for identified degree and career goals.

Math faculty are interested in creating and revising math courses to complement different disciplines and some of those classes may be developed as we map degrees and certificates. For students in most degree or certificate programs that do not have a specific math requirement, students are recommended to take Math 100 if they are planning to transfer to a CSU, or Math 118 if they think they may be interested in transferring to a UC. Other disciplines such as Communication are suggesting students take a statistics course over an algebra course as it provides more functional skills for students based on their program of study.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

#### Finding the Right Quantitative Reasoning Course

The Jaguar Pathways team will continue to discuss options for identifying "the right quantitative reasoning class" for each field of study as part of its ongoing discussions of effective teaching and learning practices and through its development of a pilot project for supporting students in each field of study

#### Term and Year

Fall - 2020

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice D

**Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

The English department has developed and implemented a two-unit support course (ENGL 45) for students enrolled in transfer-level ENGL 115 College Composition: Reading and Writing Analytically. ENGL 45 is required as a corequisite to ENGL 115 for students when the multiple measures placement process indicates the student needs additional support. In this case, the courses are scheduled as a learning community and enrollment in both courses is limited to 25 students. Additionally, Power Study Plus (PSP) embedded tutors are provided for the ENGL 115/ENGL 45 pairing, indicated in the schedule with the ENGL 115+ moniker; however the PSP has not been institutionalized, and the program is contingent on funding. For example, in Fall 2019, PSP is supporting over a hundred math and English classes, but funding to support approximately 40 math and English classes has been set aside for spring 2020. For all students, writing tutors are available at the Writing Center, the Online Writing Lab (OWL) the Academic Success Center, and the Learning Resource Center.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Assessing Effective Practices

The ENGL faculty will assess the effectiveness of the corequisite support model by collecting relevant data to determine the most effective ways to support students. This assessment may include determining the effectiveness of the use of Power Study Plus tutors, the department's multiple measures placement criteria for determining students who are "highly unlikely to succeed" without support or without taking a pre-transfer level English course (i.e. ENGL 114 or ENGL 99), and the necessary training to support faculty working with students identified as needing support. Additional strategies to investigate include contextualized teaching of writing skills in non-English courses

##### Term and Year

Fall - 2019

##### Term - Detail (optional)

Not Entered

#### Next Steps Toward Implementing Practice at Scale

##### Developmental RDG, ENGL, ESL, ASC & MATH (DREEAM) Team

The "Developmental RDG, ENGL, ESL, Academic Success Center and MATH (DREEAM) Team" will explore ways to work together to provide summer academic refresher courses to incoming underprepared students. The DREEAM team will also explore self-paced/computer-based online basic skills refresher program which could be potentially housed at the LRC, ASC, and other resource centers to be used as a supplement to learning and to assist underprepared students develop their college reading, writing, math, and learning skills.

##### Term and Year

Summer - 2019

##### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice E

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice

SWC has been able to establish support intended to assist poorly prepared students to succeed in college-level courses. Some of these programs include Disabled Student Services, Extended Opportunity Programs and Services (EOPS), the Veteran's Services Office including the Veterans Resource Center, and the First Year Experience Program (FYE). In addition to these resources, the college provides embedded tutors in most basic skills courses as part of the Power Study Program and a dedicated Basic Skills Counselor to work with faculty to support basic skills students and a faculty coordinator to support the large scale Power Study Program (with support staff).

To support students' literacy skills, faculty have created one-unit non-credit classes intended to support reading, writing, thinking, speaking skills and to prepare students for college and workforce success. Also to support students in the first year, several Reading classes have been scheduled as late start classes, which allows underprepared students who drop transfer-level English courses to receive more help with their reading, thinking, writing and learning skills without a financial aid penalty.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

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#### Next Steps

##### Timeline for Next Steps

##### Next Steps Toward Implementing Practice at Scale

###### Noncredit Curriculum

The noncredit faculty, credit faculty, and the Jaguar Pathways team are partnering to develop stand-alone noncredit courses to support underprepared students as well as CDCP certificates to provide basic skills instruction for students.

##### Term and Year

Summer - 2019

##### Term - Detail (optional)

Not Entered

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#### Support

No support requested

## Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

SWC has worked with high schools and other feeder schools to motivate and prepare students to enter college-level coursework and declare a program of study through its outreach efforts, faculty collaborations, and administrative partnerships. These efforts include the Early Admission Program, High School Preview day, the College Bound Program, a developing Dual Enrollment program, and the use of High School Peer Advisors, and the college has expanded its College Bound program. Additionally, SWC faculty have engaged with Sweetwater Union High School District faculty to complete an English/math Gap analysis to help each school determine the necessary college readiness skills and to expand the use of multiple measures for student placement in these subjects. SWC already has an existing Dual Enrollment program including the High School Specials program (concurrent enrollment) and our College and Career Access Pathways (CCAP) agreement with the Sweetwater Union High School District. The college intends to explore the possibility of offering Dual Enrollment classes that target “at-risk” high school students, such as a LS/PD 110: College Success and a RDG 100: Field of Study Reading College Success course for at risk students. These classes will teach students essential college reading, thinking, writing, and learning skills which will help them to succeed in their ENGL 115 classes and beyond.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

#### Expansion of Dual Enrollment Program

The college will review its current College and Career Access Pathways (CCAP) agreement, also known as dual enrollment agreement, to explore ways to expand the program and make it more robust as a mechanism to strengthen academic pathways from its primary feeder high school district. This may include exploring the feasibility of the current dual enrollment program the possibility of offering noncredit Math and Literacy (Reading, Thinking and Writing) classes at the high schools.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

## Next Steps Toward Implementing Practice at Scale

### Strengthening Relationships with Feeder Schools

The Jaguar Pathways team will work with faculty and administrators to continue to strengthen relationships between high school district math, English, CTE and counseling faculty in the Sweetwater Union High School District, the district's primary feeder district, as well as Coronado Unified School District and local charter schools.

#### Term and Year

Spring - 2020

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Pillar 3. Stay on the Path

### Practice A

**Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

To date, Southwestern College has made attempts to monitor which program every student is in and how far along the student is toward completing the program requirements, but those efforts are not systematic or widespread. This practice occurs in very specific programs, such as the Extended Opportunity Programs and Services (EOPS), some cohort programs, learning communities, and students who seek out counseling only.

The campaign to have students develop a comprehensive student educational plan along with a semester-by-semester plan is prominently displayed across campus and in our Student Services Center to remind students of this important tool for program completion.

Counseling and Student Support Programs periodically reach out to students enrolled in classes required in the later stages of their programs of study inviting them to come in for a Graduation Check to learn about the petition process for graduation.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Faculty Partnerships for Student Success

The Jaguar Pathways team will explore "Faculty Partnerships for Student Success" groups in order to develop better partnerships with counseling and discipline faculty and to facilitate a cooperative model to support students. This might include having counseling faculty visiting classrooms, embedding learning skills and personal development objectives in all curriculum, and having students develop a comprehensive student educational plan as part of a class requirement.

### Term and Year

Spring - 2020

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

##### Program Affirmation

The Jaguar Pathways team will continue to work with the Admissions and Records Office, Institutional Technology and other offices to design and implement a program affirmation procedure. This procedure would require students to affirm the degree or certificate they are pursuing during registration for each term to ensure the college is aware of their current program and how to best support their success. Having an accurate accounting of students' active programs helps the college provide useful and focused student services, to award financial aid funds in accordance with regulations, and to support strategic enrollment management by scheduling sufficient courses students need to complete their programs. It also provides Counseling with an opportunity to identify students in need of additional support. This can be used as a measure to predict and plan for scheduling the right number of course sections to match projected student need.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Next Steps Toward Implementing Practice at Scale

### Auto Awarding of Degrees

The Jaguar Pathways Team will continue to work with faculty and administration to develop a process to award degrees and certificates to students without the need for a student to petition for the award. A pilot project is currently underway involving programs that require an application in addition to CCCApply prior to a student being admitted into the program (e.g. Nursing, Dental Hygiene, Fire Science, etc.). This program will award its first degrees in spring 2020.

### Term and Year

Fall - 2019

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice B

**Students can easily see how far they have come and what they need to do to complete their program.**

### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice

To date, Southwestern College has made attempts to provide mechanisms and tools for students to monitor how far they have come in their programs and what they need to do to complete their program, but those efforts are not systematic or widespread. This support is occurring in specific programs, such as EOPS, cohort programs, and learning communities, and for students who are willing and able to consult with counseling. The online educational planning tool provides students with the ability to monitor progress in their academic program but it's limited to certificates, ADT degrees, and First Time in College students without external coursework.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

#### "In-Reach" with Current Students

The Jaguar Pathways team will continue to develop effective practices to reach out to support students after they have declared a degree or certificate. This might include providing workshops and orientations for using online educational planning tools or how to develop semester by semester plans. In Spring 2020, we are piloting a support team for one of our Fields of Study, which includes faculty and student mentors who will be accessible to those who have declared their program award in this Field of Study.

#### Term and Year

Fall - 2019

#### Term - Detail (optional)

Not Entered

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### Next Steps Toward Implementing Practice at Scale

#### Develop and Implement an Interactive Student Education Planning System

The Jaguar Pathways team is working with the college's Institutional Technology office to develop our existing technology to support an interface to allow students to build their own student educational plan (SEP). This system would allow students to build a unique SEP that provides accurate information based on their educational goals. The focus will be on developing a system with existing technology until its determined that our existing technology is not able to provide. This will include developing business processes to ensure that data such as program requirements and course elements are accurate in whatever system is adopted, and professional development opportunities can be created to help faculty encourage students to create a student education plan.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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### Support

No support requested

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## Practice C

**Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.**

**Scale of Adoption at Our College**

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

To date, Southwestern College has established a process whereby students and counselors are alerted when students are at risk for falling off their program plans; however, that process is only designed for specific target groups and is not systematic or widespread. Students are alerted when they are placed on probation and students who are placed on the disqualified list have counseling intervention, but these students are only recognized when their GPA drops below a certain point and the process does not include students who are deviating from the courses they should take to complete their program. An Early Alert Program is currently in a pilot phase with learning communities.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

#### Early Alert Program

The Jaguar Pathways team will work with administration to expand the use of the Early Alert Program to all programs beyond learning communities. This will rely on new technology systems that we adopt in the future. The college currently uses ellucian Colleague for its enterprise resource planning system, which includes a module that can be used to monitor student progress. This effort will include assessment of currently available technology solutions as well as other potential solutions.

### Term and Year

Fall - 2021

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice D

**Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.**

## Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice

Southwestern College has made some efforts to redirect students from limited-access programs into non-impacted programs with a more viable path to credentials and a career, but these efforts are not systematic or widespread. Largely, these efforts are undertaken by Counseling faculty on a student-by- student basis. Career Education faculty in impacted programs, such as Nursing, also provide advice for students not yet in the program to earn a certificate, begin work, and continue on their educational pathway in a non-impacted program.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale

#### Improved Career Counseling Services

The Jaguar Pathways team will investigate mechanisms and resources needed to conduct outreach to applicants for signature and impacted programs who have not been accepted into the program in order to provide counseling assistance. The goal is to help students realize their chances for acceptance into an impacted program earlier and to provide proactive counseling support to research other options. Strategies might include developing program web pages that highlight non-impacted programs similar to impacted ones (e.g. "If you like this program, you may also like..."). We are also providing professional development opportunities for counselors to attain "career counseling" certifications and strategies.

### Term and Year

Fall - 2019

### Term - Detail (optional)

Not Entered

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### Next Steps Toward Implementing Practice at Scale

#### Developing a "Common First Semester" for Programs in a Field of Study

The Jaguar Pathways team will investigate creating a pattern of course-taking behavior for the first semester that could be utilized by many programs sorted into the same field of study. Having a "common first semester" may allow students to move between programs within a field of study without significant delay in their time to degree.

### Term and Year

Fall - 2020

**Term - Detail (optional)**

Not Entered

**Next Steps Toward Implementing Practice at Scale****Preparation Degrees for Allied Health Programs**

The Jaguar Pathways team will work with the Curriculum Committee, Office of the Vice President for Academic Affairs, Nursing faculty and administrators, and Dental Hygiene faculty and administrators to develop an associates degree comprised of all prerequisites to enter the Nursing associates degree and a similar degree for the Dental Hygiene program. Students wishing to declare a Nursing or Dental Hygiene degree would be enrolled in these programs while they await formal acceptance into the regular Nursing or Dental Hygiene associate's degree program. This will allow Financial Aid to award Title IV funds accurately as well as give students the opportunity to earn a useful degree while waiting for admittance to these programs.

**Term and Year**

Summer - 2020

**Term - Detail (optional)**

Not Entered

**Support**

No support requested

**Practice E**

**The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.**

**Scale of Adoption at Our College**

Not occurring

**Progress to Date****Progress to Date Implementing Practice**

In order to schedule courses in a manner that allows students to complete certificate and degree programs within a time period consistent with expected expectations in higher education, SWC utilizes the Strategic Enrollment Management plan and the Scheduling Guidelines in conjunction with the forecasting tool available in the program Business Objects. However, these tools are used inconsistently across disciplines and schools. The Strategic Enrollment Management Committee is responsible for getting this work done, but it very well may be the case that this will be tied to an electronic student education system, where data can be pulled to determine what students need to be taking term to term. Program mapping is underway and will also be informative to the scheduling process. The Jaguar

pathways team has identified a need for program maps and a degree audit system in order for the college to know what classes we need to schedule each semester to have students complete in a more timely manner.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Establish a "Repurposed" Strategic Enrollment Management Committee (SEM).

The Jaguar Pathways team will work with the Shared Consultation Council to redesign the SEM to develop enrollment management practices that ensure classes required for a major are available each semester and courses that are required for the same program are not scheduled concurrently. Goals of the SEM might include:

- To investigate streamlining course offerings in order to support the timely completion of programs.
- To review and update the academic senate's core curriculum document to meet current enrollment planning and pedagogical needs.
- To evaluate information from program maps to see what needs to be adjusted.
- To explore the use and incorporation of the Ellucian Student Education Planning program course sequencing component for predicting future class enrollment needs.

#### Term and Year

Fall - 2019

#### Term - Detail (optional)

Not Entered

### Support

No support requested

## Pillar 4. Ensuring Learning

### Practice A

**Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**

### **Scale of Adoption at Our College**

Scaling in progress

### **Progress to Date**

#### **Progress to Date Implementing Practice**

SWC has made progress in defining learning outcomes for each of the college's academic programs, student support programs. Also the college is planning to create learning outcomes for all administrative programs that have an impact on student learning. College-wide learning outcome assessment activities have taken place over the last year, and a new learning outcomes structure has been put in place to support the development of learning outcomes. A Learning Outcomes Advisory Committee (LOAC) has been formed, and we have added two Learning Outcomes Coordinators and 24 SLO Liaison Faculty positions to support learning outcomes development and assessment. The Institutional Program Review Committee continues to discuss the role of learning outcomes data in planning in program review for academic, student support, and administrative units. Additional infrastructure may be needed to support administrative unit outcome activities. Program Student Learning Outcomes are in the online course catalog and faculty create program learning outcomes as part of the curriculum development process. Also, faculty in Career Technical Education programs are making curriculum changes and developing program learning outcomes based on the advice of their advisory committees which consist of partners in the community and local industry.

### **Timeline for Progress to Date**

#### **Term and Year**

Fall - 2019

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### **Next Steps**

#### **Timeline for Next Steps**

#### **Next Steps Toward Implementing Practice at Scale**

##### **Enhance the Culture of Assessment at the College**

The Learning Outcomes Advisory Committee (LOAC) consists of two faculty Student Learning Outcomes Coordinators, the Director of Research, the faculty Curriculum Committee Co-chair and all SLO Liaisons representing all academic programs. The LOAC will address a variety of potential improvements to the college culture of assessment including, but not limited to, the following:

- Investigate Program Student Learning Outcomes websites for all degrees and certificates
- Explore incorporating PLO alignment with transfer/employment outcomes
- Create a structure similar to SLO Liaisons for Administrative and Student Services units.
- Disaggregate SLO data for gender, ethnicity, and income status by Fall 2019

#### **Term and Year**

Spring - 2020

**Term - Detail (optional)**

Not Entered

**Next Steps Toward Implementing Practice at Scale****Training and Professional Development in Outcomes Assessment**

The LOAC will address a variety of potential professional development activities including, but not limited to, the following:

- Implement support and training plan to ensure comprehensive adoption of learning outcome assessment in all academic, student support, and administrative programs.
- Conduct training on accreditation requirements for learning and administrative outcomes and how to use outcomes to assess program effectiveness and student success
- Set aside time for regular district-wide SLO/AUO work (e.g., Opening Day breakout sessions).
- Provide SLO workshops and additional support for completing SLO assessment and using discussion results for program improvements.

**Term and Year**

Fall - 2019

**Term - Detail (optional)**

Not Entered

**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into.**

Recruiting and retaining faculty SLO coordinators and liaisons

**Support Needed - Detail**

Ongoing funding and succession planning for SLO coordinators and liaisons

**Type(s) of Support**

- Other

**Practice B**

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems,**

and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

### Scale of Adoption at Our College

At scale

## Progress to Date

### Progress to Date Implementing Practice

The Academic Senate has led conversations around the improvement of teaching and learning in order that all instruction integrates core values that all faculty support. In spring 2019 the Academic Senate adopted its "Principles of Teaching and Learning" which codified values supportive of student success and equitable outcomes. In addition to the work done by the senate, the Jaguar Pathways team responsible for coordinating the response to AB 705 legislation has also developed significant professional development opportunities for faculty to integrate equitable and contextualized learning practices into their teaching and into their curriculum.

In addition to the "Principles of Teaching and Learning" more conversations are occurring around general education and institutional learning outcomes that call for instruction to include skills and abilities as the following:

- Communication Skills
- Thinking and Reasoning
- Information Competency
- Global Awareness & Ethics
- Aesthetic Sensitivity & Historical Literacy

The SLO coordinators have presented their recommendations and findings at meetings of the Academic Senate, Shared Consultation Council and other leadership meetings to ensure that the results of these assessments are available for use in planning.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Explore Professional Development for Faculty to Encourage Active and Applied Learning

The Reading & Learning Skills Department is working with jaguar pathways to explore several initiatives to teach discipline-focused faculty a variety of contextualized literacy and learning strategies that fosters learning, equity and success in their classroom without compromising their course objectives. Among these initiatives are the "Don't Lower the Bar: Raise the Support" faculty training and a new LS 295: Guided Reading & Learning Skills for Educators course designed for ALL future, novice and seasoned educators in our community. This course will be designed to equip faculty with a repertoire of reading and learning skills support strategies that will enhance student's subject-area competencies by modeling ways to integrate these techniques in their courses without compromising core content and objectives.

### Term and Year

Summer - 2019

**Term - Detail (optional)**

Not Entered

**Support**

No support requested

**Practice C**

**Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice**

Southwestern College provides opportunities for students to engage in applied and experiential learning through this approach is primarily found in Career Technical Education (CTE) programs. Many CTE programs require their students to intern prior to obtaining their degree or certificate, and a research project is currently underway to identify a baseline and set a goal for increasing the number of Cooperative Work Experience courses required as part of CTE certificates and/or degrees. Strong Workforce funding has been spent strategically and has greatly increased the number of students participating in internships due to increased faculty and industry engagement.

In partnership with Student Affairs, students are provided with work-based learning opportunities that include service learning, cooperative work experience courses, internships, career exploration through field-specific showcases, and onsite career fairs. In an effort to scale support, counseling faculty continue to partner with faculty in the various fields of study to design support.

We are in the process of conducting a work-based learning assessment that will provide baseline information in this area. It will identify where we are being successful, effective and promising practices, and areas for improvement. Based on these results, Regional Strong Workforce funding has been allocated to the college (\$200K) for a 2-year pilot project starting January 2020 to improve these efforts.

In addition to these efforts, the college continues to support clinical placements in its Nursing, Dental Hygiene and other Allied Health disciplines.

**Timeline for Progress to Date****Term and Year**

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Outcomes-Based Program Development and Competency-Based Curriculum

As faculty develop a better understanding of the utility of program student learning outcomes, and as the movement toward competency-based education becomes increasingly better-defined, the Jaguar Pathways team will work with the School of Continuing Education and Workforce Development to incorporate program and course learning outcome discussions at career technical advisory committee meetings. In addition, the team will consider professional development opportunities intended to raise awareness and understanding of the concept of “competency-based curriculum.”

##### Term and Year

Fall - 2019

##### Term - Detail (optional)

Not Entered

#### Next Steps Toward Implementing Practice at Scale

##### Work-Based Learning

The Jaguar Pathways team will continue to partner with the dean of the School of Continuing Education and Workforce Development to explore and promote work-based learning strategies in addition to those currently underway in the district's degree and certificate programs. The school has piloted some work-based learning opportunities on campus, including but not limited to the Volunteer Income Tax Assistance (VITA); Jaguar Justice, a legal information clinic; and allows students to help students by interning through the Jag Food Pantry and SWC Cares Closet.

##### Term and Year

Spring - 2020

##### Term - Detail (optional)

Not Entered

## Support

No support requested

## Practice D

## Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice

SWC has made great progress in all program areas, including both arts and sciences and career technical areas, in assessing whether students are mastering learning outcomes and building skills necessary for completing their programs and supporting their academic and employment goals. Faculty attitudes towards outcomes assessment are evolving and a comprehensive infrastructure is now in place to support scaling up. SLO data is collected cyclically based on Comprehensive Program Review cycles. Through program review, faculty report on improvements made to programs, curriculum, and teaching methodologies based on SLO assessment results. Faculty review SLO results when district-set workshops are provided (e.g., Opening Day Breakout Sessions). Beyond district-set workshops, faculty participation in SLO discussion is left to faculty motivation to set meetings.

Many of our Career Education programs have outside accrediting bodies that require even more stringent standards regarding outcomes assessment. Examples include, but are not limited to: the Police Academy, nursing, dental hygiene, EMS/Paramedic, fire tech, and paralegal. Each of these programs has advisory boards that review student learning outcomes with faculty and make recommendations for improvements in the programs that will improve student learning outcomes.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### SLO Assessment Technology Solution

To support the ongoing implementation of the college's comprehensive human resource infrastructure (SLO coordinators and liaisons) for student learning outcomes assessment, the Learning Outcomes Advisory Committee will investigate the feasibility of replacing its current system with new software for collecting and storing SLO data.

### Term and Year

Fall - 2020

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice E

**Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.**

### Scale of Adoption at Our College

Scaling in progress

### Progress to Date

#### Progress to Date Implementing Practice

The college has made progress in using the results of learning outcomes assessment to improve the effectiveness of instruction in programs. Recently, administration and the Academic Senate Program Review Committee streamlined the Program Review process. The electronic version simplifies connecting learning outcome assessment results to program review. In addition, The LOAC created a new "notes" worksheet (that aligns with questions in program review) for guiding faculty SLO assessment discussions and offers a place for "improvements."

In the Spring and Fall of 2019, the Learning Outcomes and Advisory Committee (LOAC) organized an analysis of ISLO and GESLO data that was facilitated by the SLO Co-Coordinators in conjunction with the SLO Liaisons that represent all academic areas on campus. The analysis yielded the following recommendations:

- Integrate in-class discussions and/or spoken group presentations that facilitate engagement when students analyze a text/ concept/idea and presents/shares with classmates.
- Re-examine CSLOs and which ISLO they link with.
- Allocate resources to bring cultural events to campus that would promote student engagement.
- Create a staff development retreat for critical thinking to provide faculty members with tools focused on how to integrate critical thinking activities into their courses. (Faculty could be invited to share best practices).
- Develop curriculum for a science-based critical thinking course. (Ex. Examining when science is misused—aka climate change). Currently, the Critical Thinking GESLO is only linked to English, 115 and ADN 140. Creating a science-based critical thinking course would support STEM majors. This course could also be supported by:
  - Inviting professionals in the STEM field to present their research in workshops for students.
  - Encouraging students to present their findings from internships/research projects to the campus for a symposium that would showcase their work campus wide. Award or scholarship could be developed for most innovative undergraduate research project (to be voted in by students).
  - Create/better advertise a non-credit course focused on critical thinking.
  - Add Power study tutors to natural science and mathematics courses.
  - Provide more access to resources needed for Scientific Inquiry such as scientific calculators (e.g. via a rental program)
  - Establish campus-wide consensus about what percentages are acceptable for the category of "proficiency" in SLO assessment.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### SLO Data Disaggregation

The LOAC will work to collect disaggregated SLO data. Currently, data is collected by individual student. However, there are no reports set up in eLumen to collect data based on disaggregated categories.

##### Term and Year

Spring - 2020

##### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice F

**The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.**

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

##### Progress to Date Implementing Practice

The college does not have a systematic process for documenting student learning beyond the transcript. A few programs have created unique program diplomas. Some CTE programs have students maintain a physical or virtual portfolio, with real-life examples of work product; however this is not a widespread practice and is discipline-specific.

The college is providing support for job readiness in other ways. The Counseling department holds workshops to help students create a professional resume and social media presence through LinkedIn in the Career Center. CTE Faculty are invited to bring in their classes or send students to these workshops. Other resources for resume development and the opportunity to have a Career Counselor review each resume is available, and a full range of job readiness workshops are offered on a monthly basis in the Career Center.

#### Timeline for Progress to Date

##### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Improved Documentation of Learning and Career Readiness

The Jaguar Pathways team will work with the School of Counseling and Personal Development and the Dean of Student Affairs to conduct inquiry leading to the design of strategies that empower students to develop important artifacts of their college learning experience that demonstrate learning beyond the transcript.

#### Term and Year

Fall - 2021

#### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Practice G

**The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice

The college participated in the Survey of Entering Student Engagement in Fall 2018. The results have been used primarily to make the case for continued reform under the Jaguar Pathways banner. Since the results showed that entering students often feel disconnected from the college, the college's Office of Employee Diversity, Equity, and Inclusion has provided "Caring Campus" training for classified professionals. This training empowers classified staff with strategies for making students feel welcomed and attended to.

The results of SENSE and other surveys have also shown students often feel disconnected from the college due to cultural and social differences that exist between them and faculty and staff. When a sample of Southwestern College students were asked what factors they considered important to see in staff, their main response was to have staff which looked like themselves, followed by faculty that cared.

To support growth in this area, Jaguar Pathways has partnered with the Office of Employee Diversity, Equity, and Inclusion to create the Advancing Equity in Teaching Academy (AETA). AETA is a year-long program designed to help faculty discover and implement culturally responsive, equity-based practices in the classroom. Faculty learn through online course material and face-to-face meetings to share strategies and explore ideas around ensuring their teaching helps close equity gaps. Staff also gain training on bias, brain science, and equity. In August of 2019, faculty were

invited to participate in a four-day institute focused on Culturally Responsive Teaching (CRT) practices, understanding how students learn, promoting inclusion and addressing bias when it occurs in the classroom, and equity-minded teaching practices in the classroom, applied learning, and teaching communication and problem solving. Faculty are in the process of completing a one-year process, including self evaluation, video assessment, mentoring and re-writing of curriculum. Another 50 faculty were trained in a shorter two day training.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale

##### Advancing Equity in Teaching Academy.(AETA)

The Jaguar Pathways team will continue to partner with the Office of Employee Equity, Inclusion and Professional Development to support additional cohorts of the AETA. A second cohort is scheduled to begin in Summer 2020.

### Term and Year

Summer - 2020

### Term - Detail (optional)

Not Entered

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#### Next Steps Toward Implementing Practice at Scale

##### Data Coach Project

In order to assess the effectiveness of educational practice and use the results to improve programs, the college is developing a Data Coach program to promote data literacy and effective uses of data to inform program improvement, including targeted professional development. A team has been gathered to design a curriculum for data coaching and to assess data needs from a variety of college offices. The first cohort of data coaches should begin in Fall 2020. Related to this effort, the Regional Strong Workforce Faculty Institute Research project is underway providing faculty with stipends to do research and learn research strategies.

### Term and Year

Winter - 2019

### Term - Detail (optional)

Not Entered

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## Support

No support requested

## Student Engagement & Support

### Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

### Engagement Efforts - Details

The Jaguar Pathways team has involved a wide variety students in the inquiry and design work intended to support innovation, equity and improvement. During our first year (2017-2018) we conducted interviews with a diverse array of students and used their input to make the case for change. In our second year (2018-2019), we participated in the SENSE survey and involved students in our steering committee work and inquiry work associated with our various design and implementation teams. We held several focus groups with students focused on the onboarding process and included students in our summit in summer 2018. In our current year we've taken the additional step of employing a group of "student ambassadors" to attend team meetings and to engage in inquiry projects that greatly benefit from a student perspective, including evaluating the college website and documenting the student journey. We anticipate continuing and expanding this approach in the final years of the grant.

### Course Alignment

Between spring 2018 and spring 2019, the Jaguar Pathways team created a program mapping process that partnered counseling faculty with discipline faculty. Faculty have mapped approximately 80 degrees and certificates to support alignment of course offerings with student education plans. Math faculty along with Counselors and assessment faculty are working to align math classes with Fields of study and programs. Additionally, new students participate in orientation in face-to-face, fully online, or hybrid formats and new students develop an education plan in their first two semesters. The college is exploring an online educational planning tool to provide students with the ability to monitor their progress. Finally, the college follows a Strategic Enrollment Management plan and Scheduling Guidelines and uses a schedule forecasting tool. The committee is exploring ways to leverage the eSEP system to pull data to determine what courses we should offer to meet student need.

### Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">CCRC SOAA CCC Southwestern 043019.pdf</a>	Self-Assessment	11/15/2019, 1:42:41 AM	The attached document is the Southwestern College Scale of Adoption Assessment for Spring 2019

## Success Story

### Success Story

#### Title

Fields of Study

#### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Randy Beach	Professor of English	rbeach@swccd.edu	(619) 421-6700
Caree Lesh	Jaguar Pathways Co-Coordinator	clesh@swccd.edu	(619) 421-6700

#### Challenge

Create cross constituency buy in for grouping majors into Fields of Study to improve application, college entry, math and English course selection, student engagement.

#### Success Story

A focus group of faculty, staff and students met to do initial idea formation including what to call our "Meta Majors". That information was further vetted at a retreat of over 170 faculty, staff and students. That data was taken out to the campus community as a survey and over 1600 people, including student respond. That data was analyzed and the initial Fields of Study were created. The Academic Senalte approved the Fields of Study in Fall 18.

#### Outcomes

The first questions on CCCapply for major selection is now 11 Fields of Study (FoS) instead of 300+ majors. This makes the application less of a barrier for historically marginalized students. Students, faculty, staff and administrators were able to weigh in on names of Fields of Study and vote on what majors would fit into FoS. This also proved to be an informational campaign on Pathways and FoS. Faculty and staff can now get contact lists of student by Field of Study so there can be outreach for major days, career's in ... and transfer option workshops. Suggested Math requirements by major/FoS is being developed. A counselor liaison model by FoS will be piloted in Spring 2020.

#### Vision for Success Goals

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.



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