

SALT LAKE COMMUNITY COLLEGE

SLCC Pathways

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April 2019

MARK TWAIN

LIFE ON THE MISSISSIPPI



UNABRIDGED • READ BY GROVER GARDNER

SLCC Pathways

“Finding a path to degree completion is the equivalent of navigating a river on a dark night. . . . [N]avigation is particularly difficult when the path is wide, blind, and lacking in shape or substance. Without signposts, without a guide, without visible shoreline to follow, many students make false starts, take wrong turns, and hit unexpected obstacles, while others simply ‘kill the boat’ trying to figure out where they are.”

Judith Scott-Clayton

“The Shapeless River: Does a Lack of Structure Inhibit Students’ Progress at Community Colleges?”

Top 20 Most Frequent Semester-to-Semester Enrollment Patterns

Includes all new students from Fall 2007 to Spring 2009 (excludes summers)

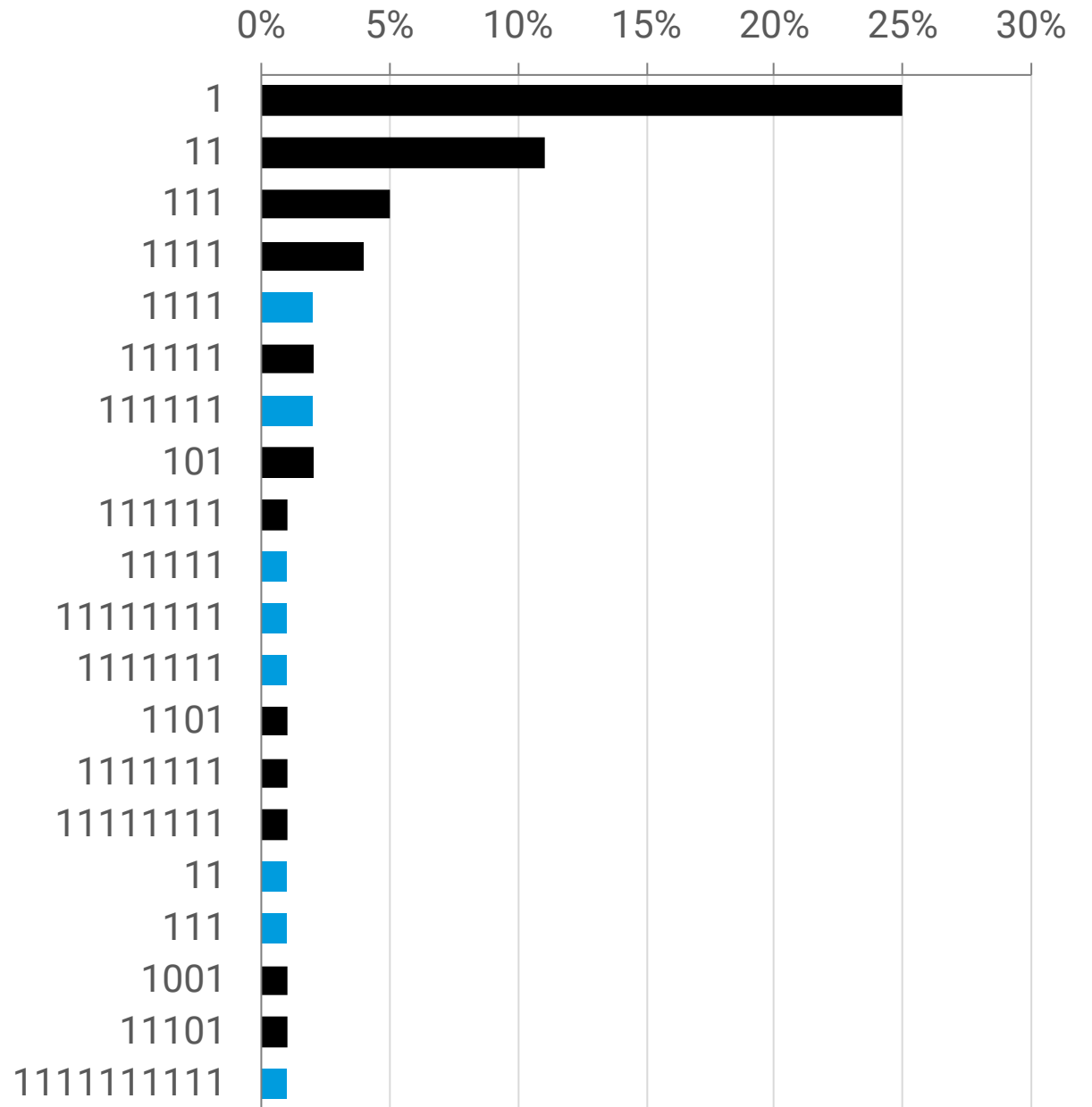
≈ 15,000 students

≈ 1,800 unique enrollment sequences

1 = Semester enrollment

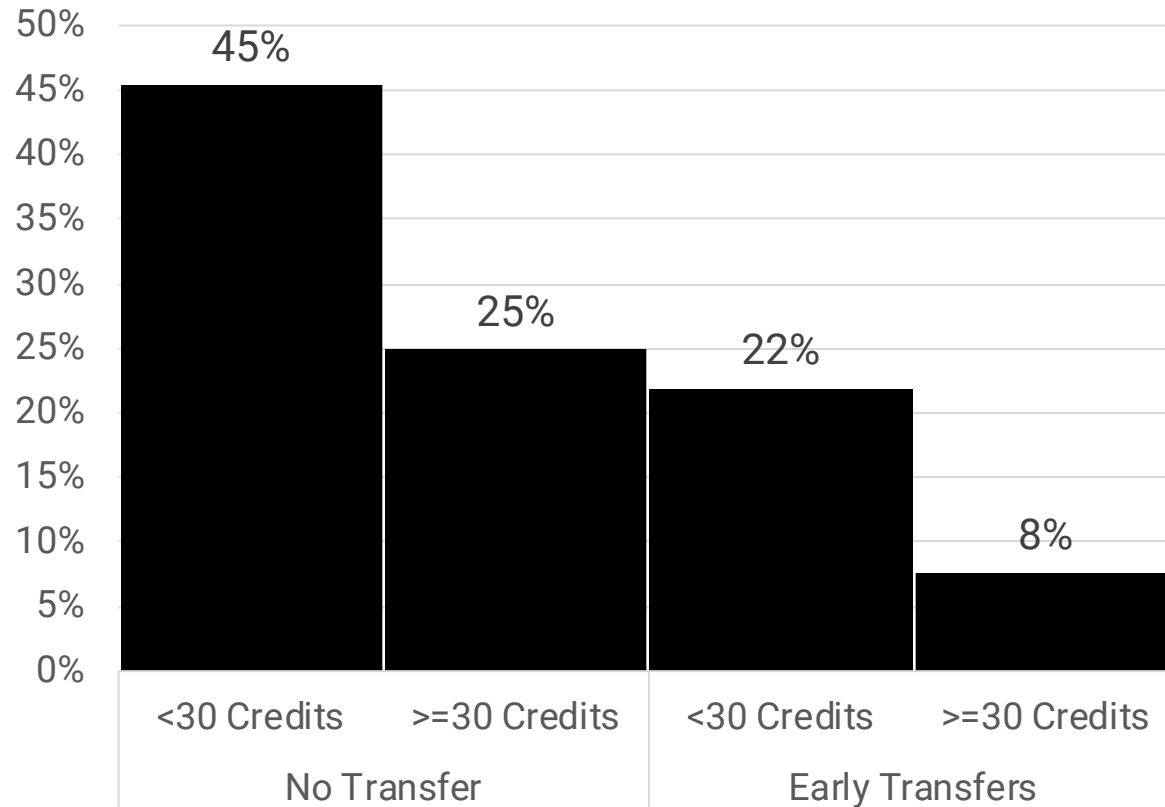
0 = Break in semester enrollment

■ = Culminated in award



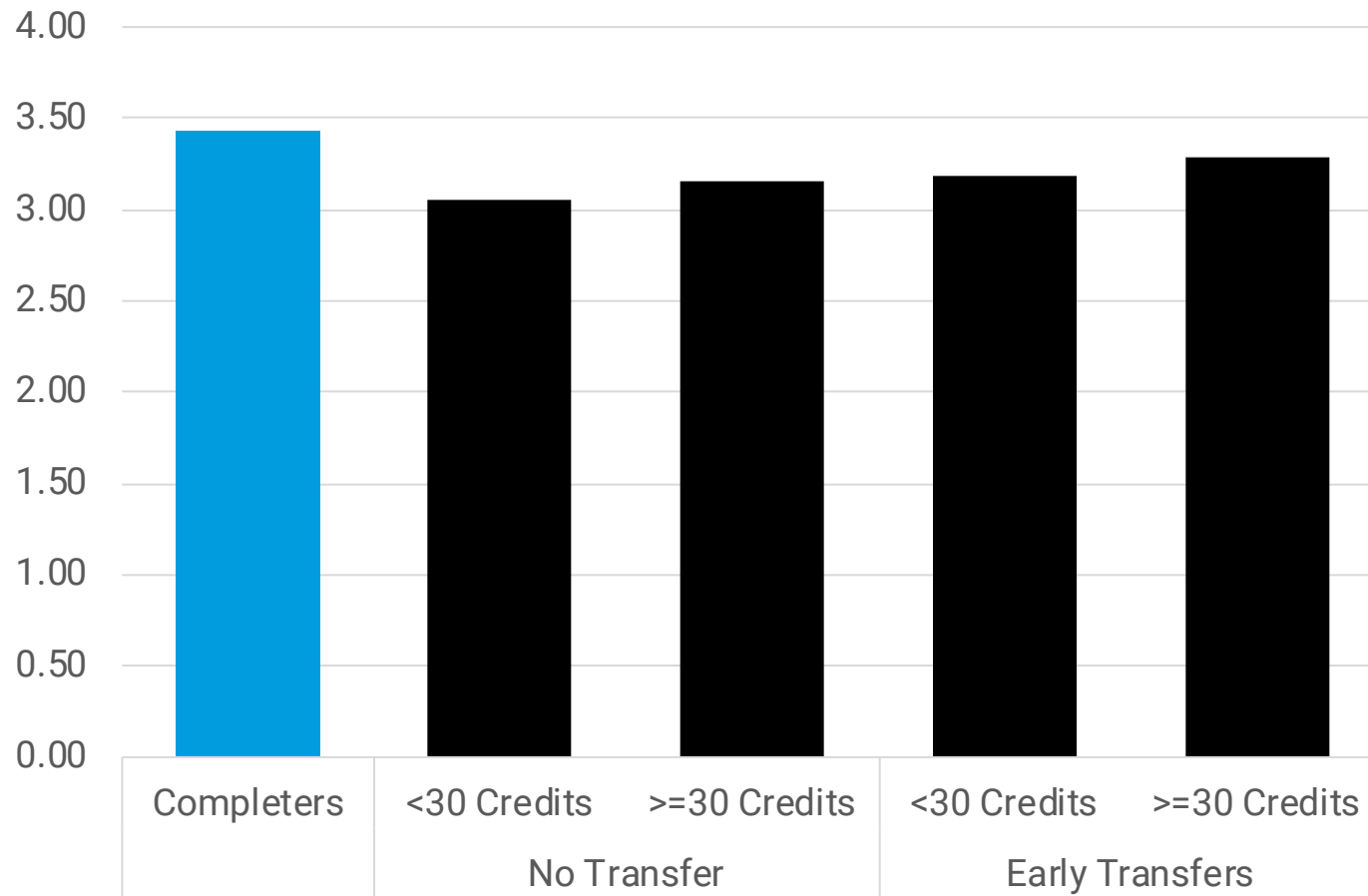
What Happens to the Non-Completers?

Percent of non-completers by outcome, New Students Fall & Spring 2004 - 2009



Does Course Performance Matter?

Average first term G.P.A., New Students Fall & Spring 2004 - 2009



Dr. Ruth Chang

Professor, Rutgers University

Philosopher



How to Make Hard Choices





Focus Groups

Former Students

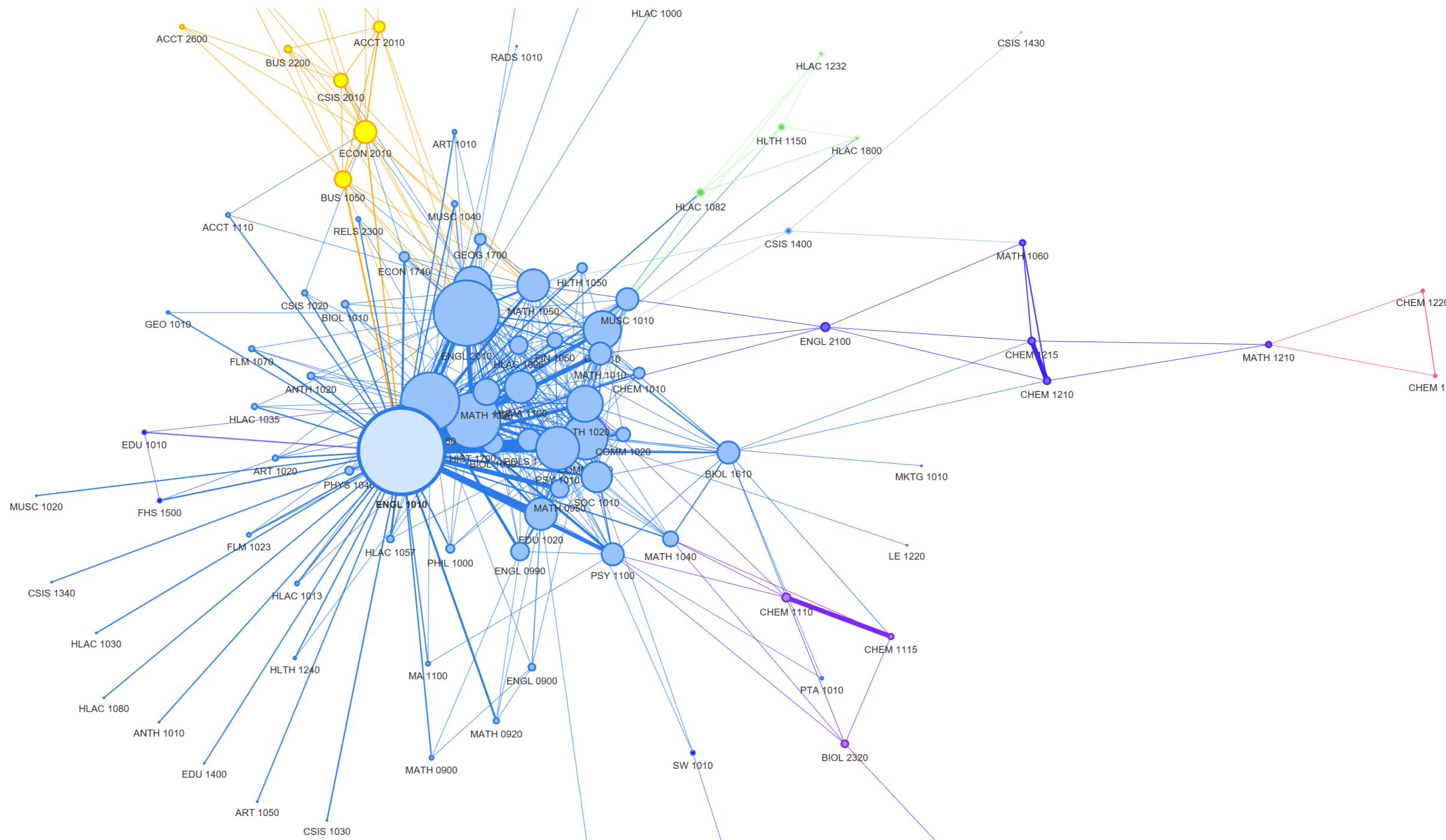


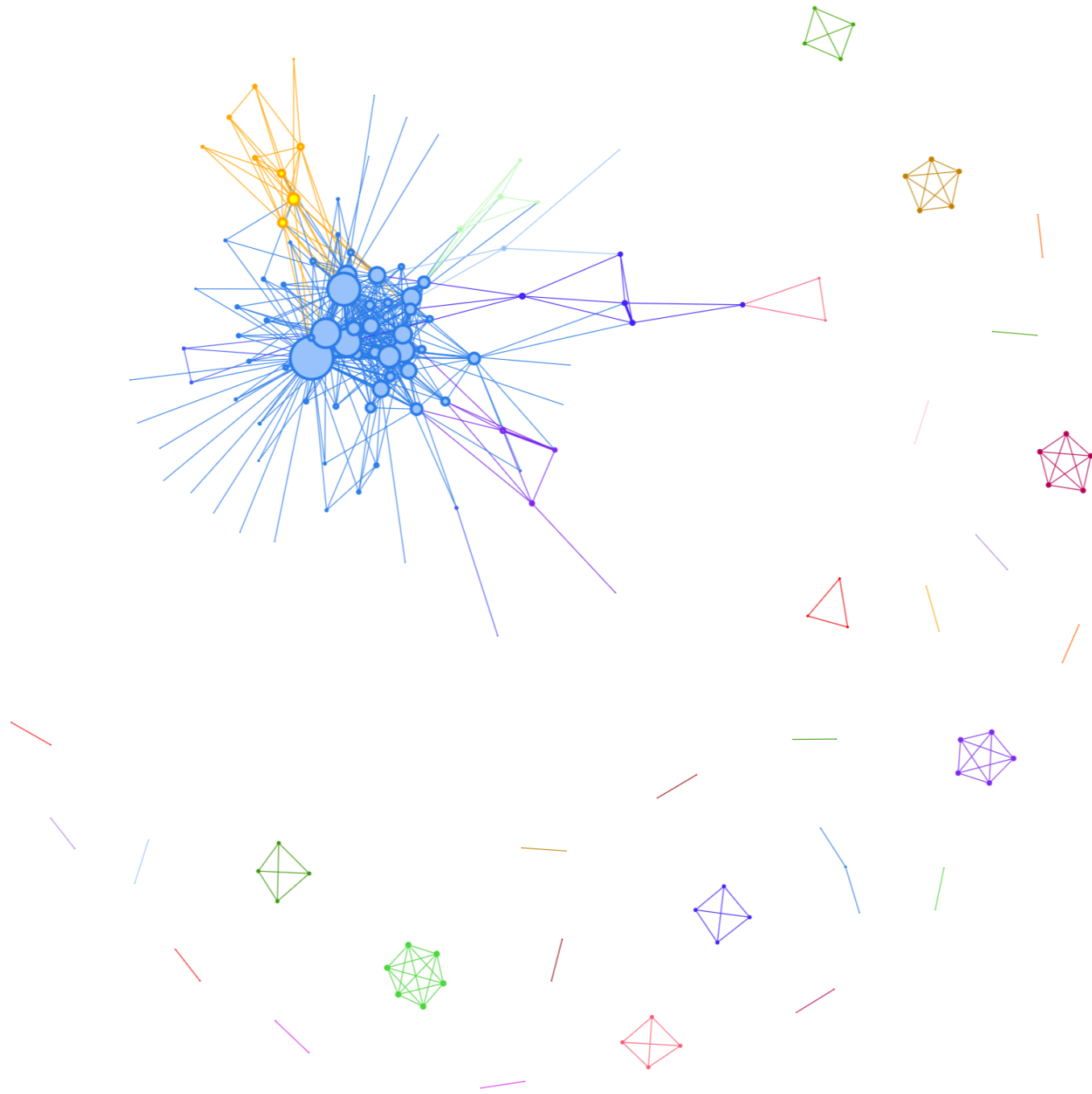
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1. People are not aware of their own needs and preferences
2. Even when they are, don't have unlimited time or capacity to research available options
3. Easiest decision is *not deciding* (decision deferral)

Judith Scott-Clayton

"The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges?"

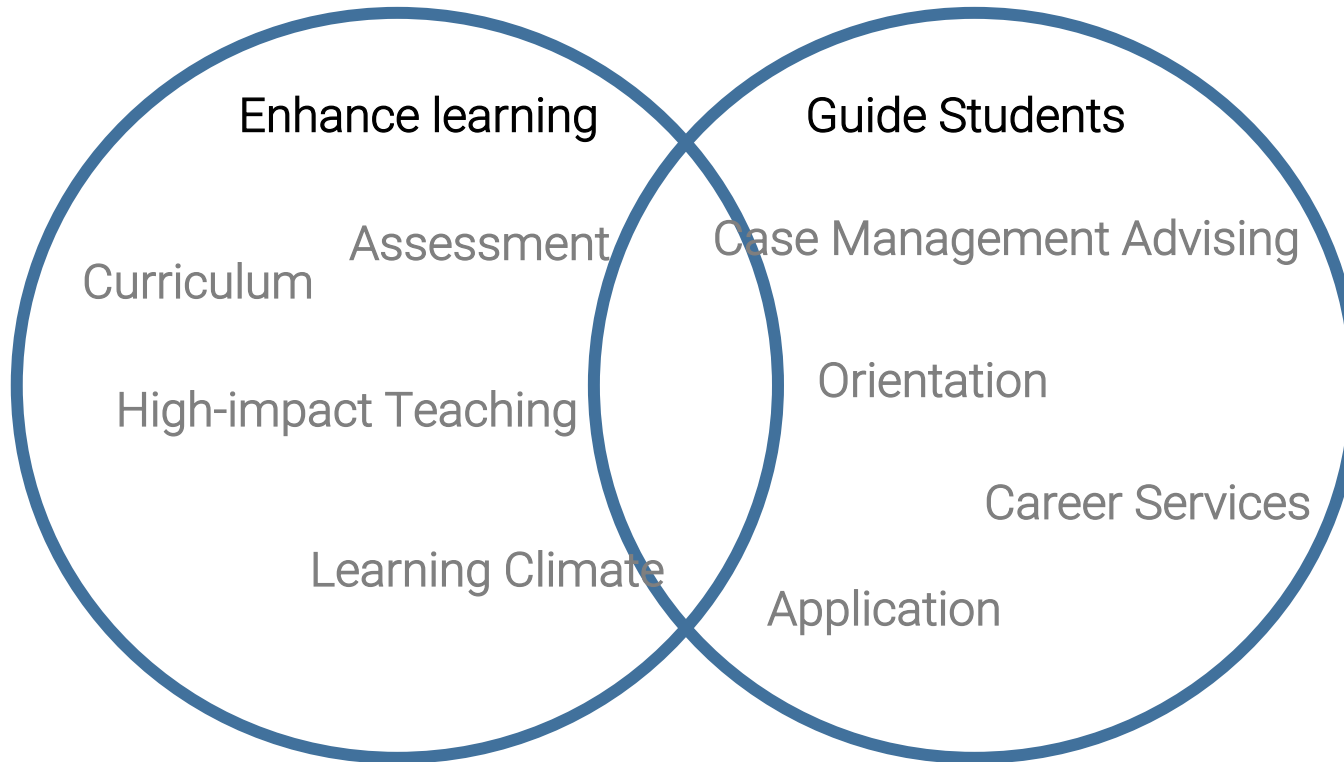




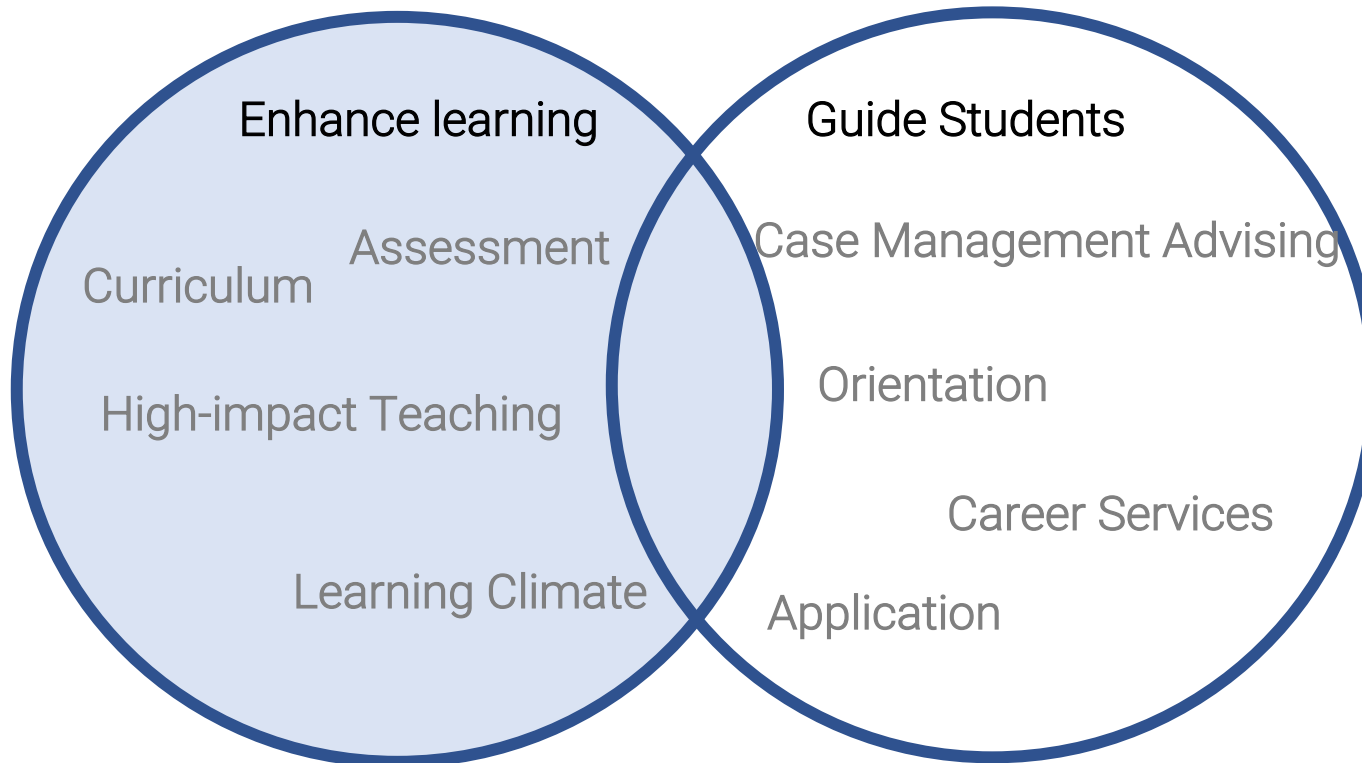
SLCC Pathways

SLCC Pathways provides a guided program of study intentionally designed to **enhance learning** and **clarify a student's route** to program completion, a career, and further education

SLCC Pathways



SLCC Pathways



[Bruin Voices](#)

YOUR COMMUNITY COLLEGE

SLCC STRATEGIC PLAN 2016-2023



Improving SLCC student completion

We pledge to enhance the student experience and support students from when they start at SLCC until they earn their degree or certificate.

-SLCC Strategic Plan



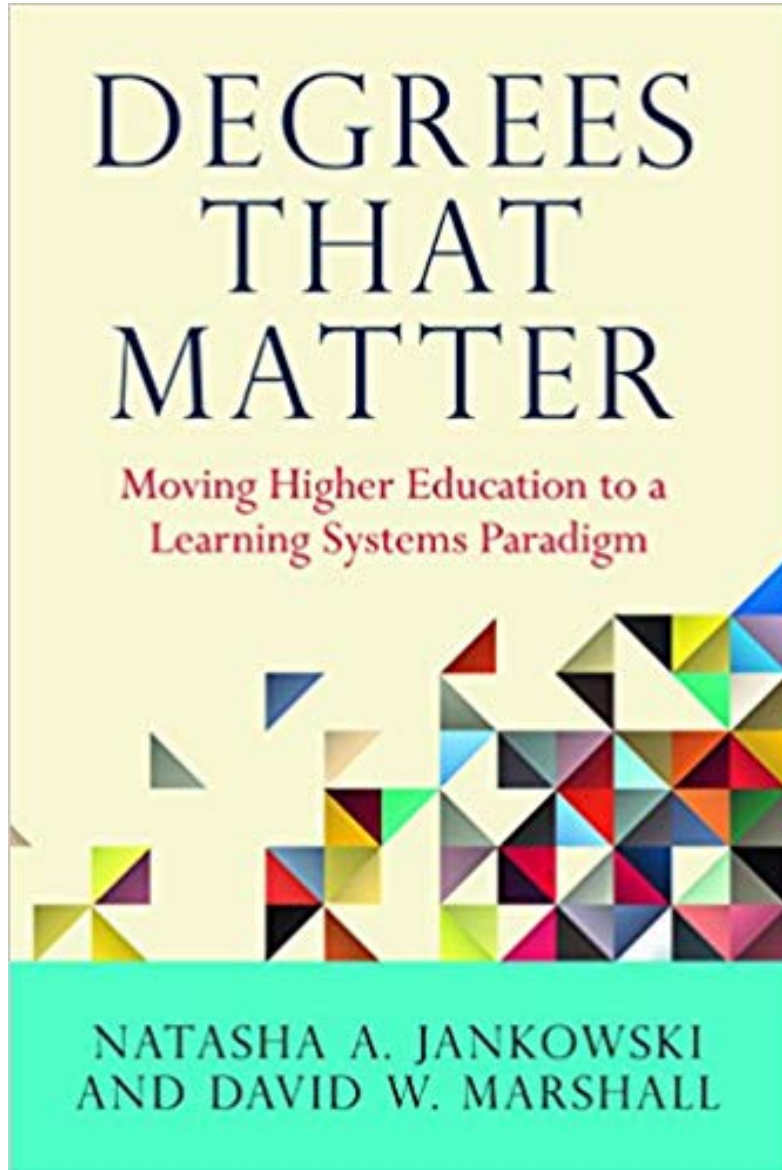
Enhance learning

Campuses need to make commitments to student engagement with experiences that are connected over time, where engagement is pervasive and expected and doesn't take the form of a "one off" experience.

-Dr. Ashley Finley

Associate Vice President for Academic Affairs
and Dean of the Dominican Experience at
Dominican University of California

From: Jankowski, Natasha A.. Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm . Stylus Publishing. Kindle Edition.



Integrating the Learning Experience Across Academic Affairs

“Pathways focused on learning, as opposed to syllabi or articulation agreements of specific courses, have the greatest opportunity to be beneficial when they are utilized as a means to reach shared consensus, scaffold learning opportunities, and make connections across systems based on students and their learning.”

Key Instructional Principles = What We Want Students to Learn

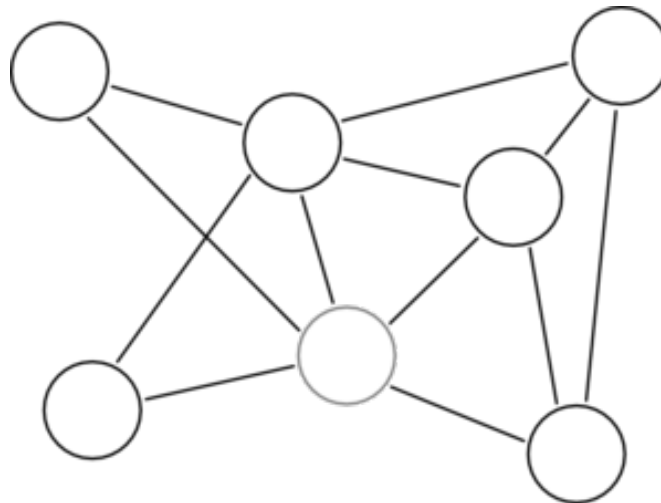
Skills

What students can do



Concepts

How students organize knowledge



Habits of Mind

Behaviors of learning



Content

Pedagogy

Professional Practice

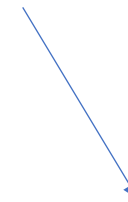
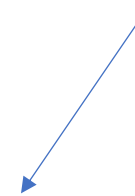
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Skills

Concepts

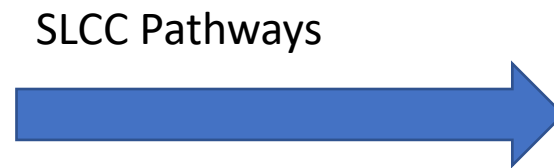
Habits of Mind



College-Going
Habits

Discipline
Habits

Courses
&
Programs



Program
Coherence

Similar to Tuning initiatives, DQP, etc., but significantly enhanced!!

Curriculum
What we teach

Instruction
How we teach

Framework
for
Coherence

Assessment
Ensuring students learn

Learning Climate
How students experience our teaching

In the guided pathways model [SLCC Pathways], faculty define the skills, concepts and habits of mind that students need to achieve by the end of their program, and map out how students will build those learning outcomes across courses. The college emphasizes a “learning facilitation” approach to instruction, which focuses on building students’ academic motivation and metacognition; and the college systematically supports faculty in developing and improving this approach using a “collaborative inquiry” framework.

-Redesigning America’s Community College p 17

Engagement by Design

Eleven design principles to build authentically integrated programs.

Engagement by Design: Building the Student Experience in SLCC Pathways

CWT Pathways Phase II sub-committee: Rebecca Barrett, Gabe [Byars](#), Jane Drexler, Katrina Green, Kristi Grooms, David Hubert, Rachel Lewis, Ron McKay, [Tamra Phillips](#), Jason [Pickavance](#), Joss Ramos, David Richardson, Tiffany Rousculp, Katerina Salini

Abstract: SLCC Pathways is about engagement through design. We must make engagement a function of programmatic design decisions not the product of uncoordinated chance. Designing for engagement is less about limiting choice and more about making sure students experience a transformative education whatever choice they make. The work of ensuring engagement by design has structural implications, but our current discussions on pathways understands structure almost solely in terms of sequencing or narrowing course selection and not in terms of the relational and pedagogical practices that are the more necessary ingredients to student success. Faculty must connect with students early and often to help them make informed choices and to motivate their interest in the curriculum. Areas of study must provide coherent programs of study (and the maps to guide student choice) with special attention paid to the first year. Finally, engaged faculty must provide high-impact, inclusive educational experiences that call upon students to reflect on their learning.

First Milestone: Areas of Study

*An Area of Study is an integrated grouping of academic programs collaboratively designed to share a framework for **curriculum, instruction, learning climate, and assessment**. Students within an area of study share a structured, formative experience; including recommended courses sequences, particularly a structured first 15 to 34 credits among degree programs; intrusive case management advising for academic and career planning and co-curricular opportunities that promote integrated learning across the area of study.*



What is an Area of Study?



Intro to the Area

Each program shares the first 15-34 credits including both intro and general education courses.

Select a Major

Specialize in a Pre-major – Transfer Major – Workforce

Building off the introductory courses each department prepares pre-major preparatory courses for transfer or major courses for workforce (AAS) degrees.

Curriculum
What we teach

Instruction
How we teach

Framework
for
Coherence

Assessment
Ensuring students learn

Learning Climate
How students experience our teaching

Areas of Study Framework for Coherence

Charge from Executive Leadership

Each area of study will collaboratively design a guiding framework detailing the area of study's approach to curriculum, instruction, learning climate, and assessment. It includes the following five elements:

1. The skills, concepts, and habits of mind attained by each program's graduates aligned with transfer and/or industry partner expectations;
2. Where and how each skill, concept, and habit of mind is first introduced as well as how each will be developed throughout the area of study and program;
3. How related supporting services and high-impact practices (advising, internships, service learning, co-curricular activities, etc.) and inclusive teaching practices are integrated into area of study and program design to support the identified skills, concepts, and habits of mind;
4. How the area of study and programs will cultivate a positive learning climate including specific practices and behaviors that faculty and staff will adopt to support the identified skills, concepts, and habits of mind; and
5. How faculty assess student achievement of the skills, concepts, and habits of mind to ensure students are learning and are well prepared for transfer or employment.

Next Steps

By Fall 2020

Intro to Area of Study Course (CCO)

Suggested revisions to first fifteen

A description of the shared learning outcomes within the area of study.

Draft (not implemented) first-year course sequences.

Next

Program learning maps

Statement of learning climate and shared high-impact and inclusive teaching practices.

Any new courses to better align and develop coherence within area of study.

Area of study assessment plans

Identified co-curricular supports

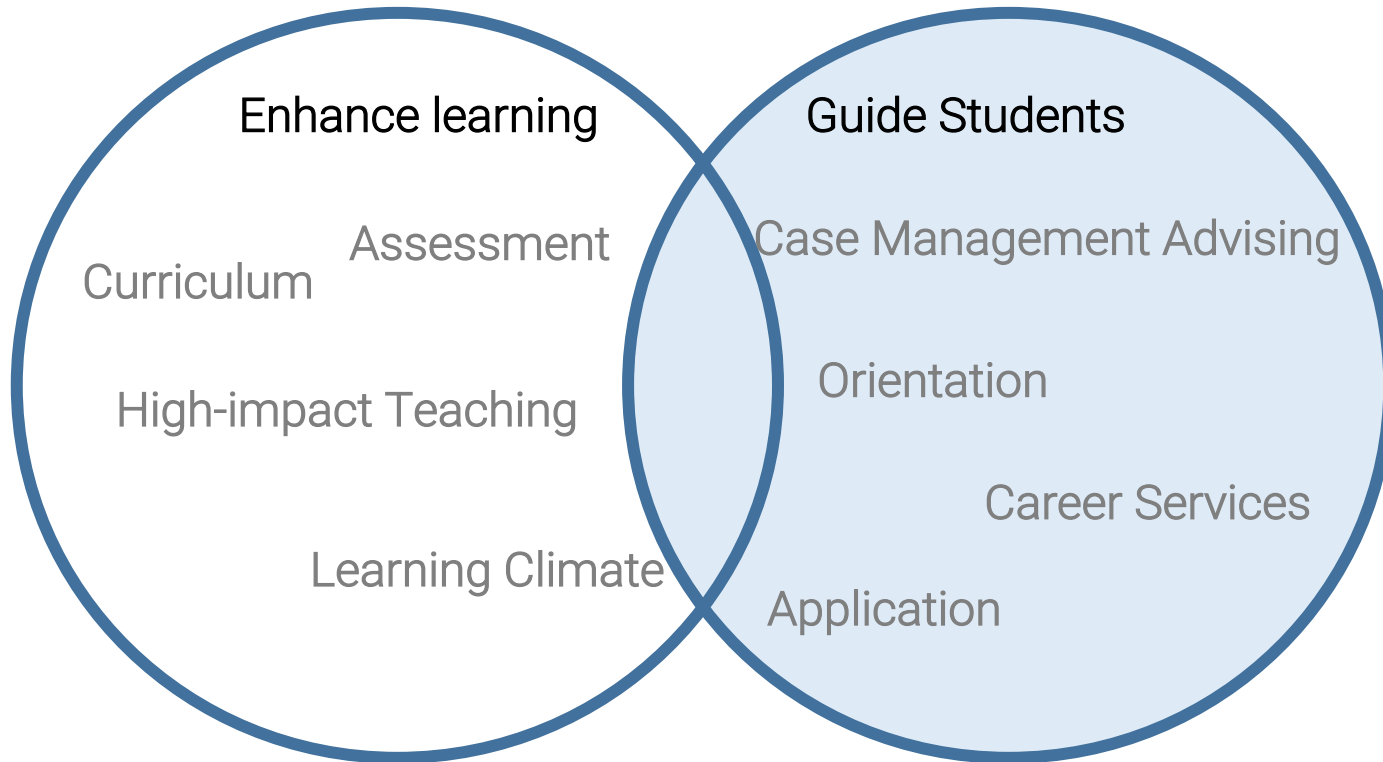
Integrated advising.

Pathways Design Team
Chair- Provost

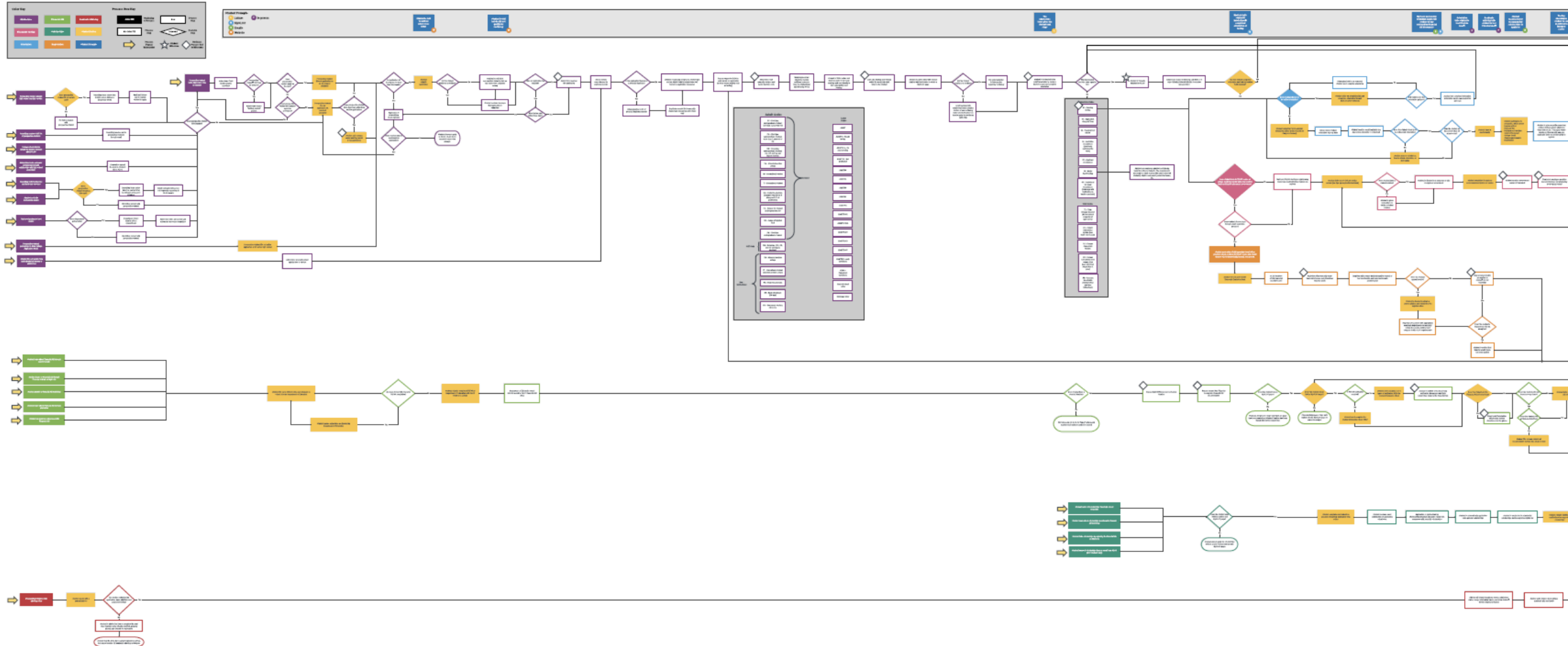
- Lead: Provost
Senate President
Curriculum Committee Chair
General Education Committee Chair
Design Team Leads
- Arts, Communication, and Digital Media
 - Business
 - Computer Science & Information Technology
 - Health Sciences
 - Humanities
 - Manufacturing, Construction, and Applied Technologies
 - Science, Engineering, and Math
 - Social and Behavioral Sciences, Education, and Human Services
 - General Education



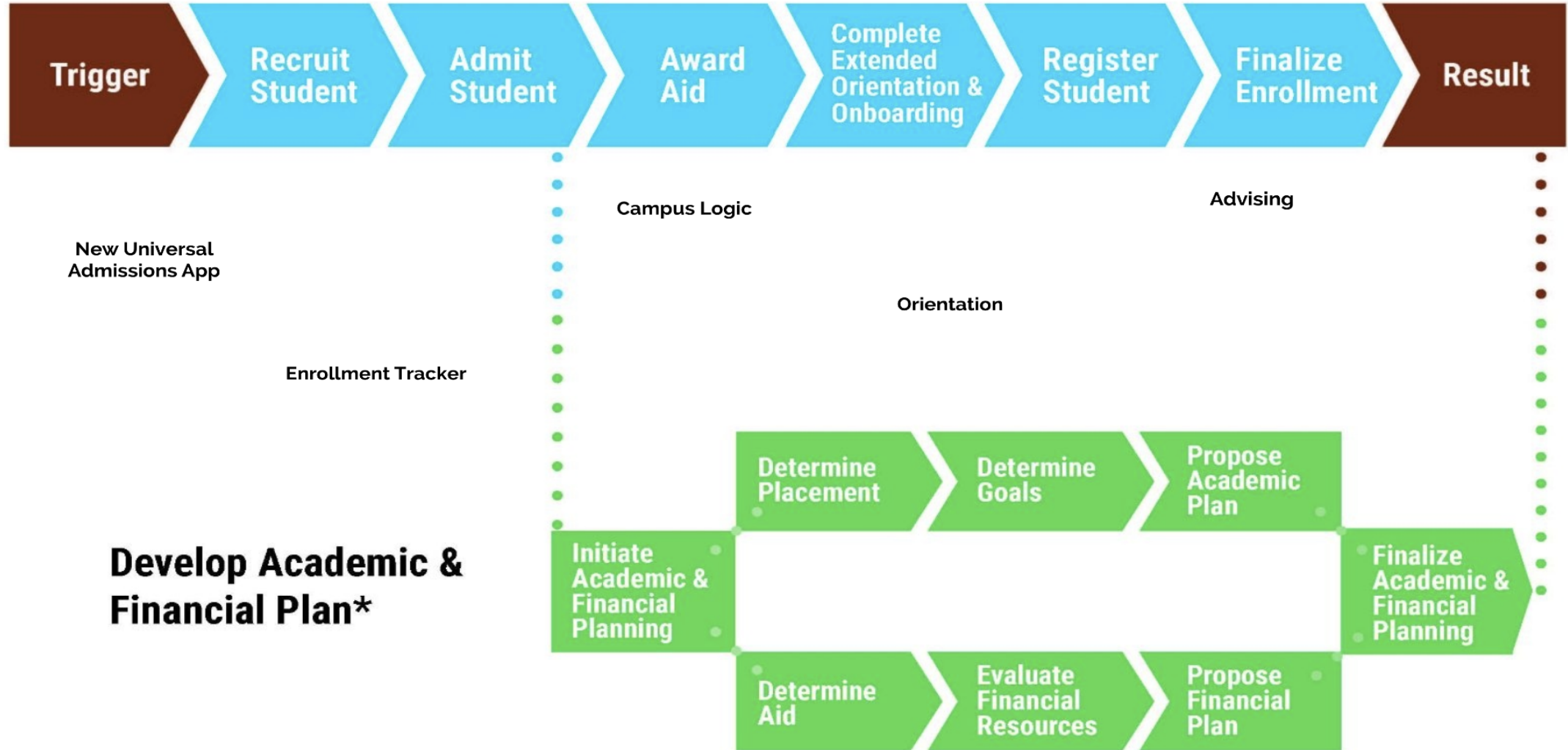
SLCC Pathways



Redesigning the Student Intake Process



THE SALT LAKE COMMUNITY COLLEGE PROCESS MAP: Enroll Student



New Universal Admissions Application



REGISTRATION INFORMATION

First Name

Last Name

Email

Password

Confirm Password

Note: Password must be at least eight characters and include both numbers and letters.

REGISTER

BACK TO LOGIN

To log in to your account, please return to the login screen.

BACK TO LOGIN

CONTACT US

Enrollment

801-957-4073

admissions@slcc.edu

Student Services Hours

Monday - Thursday: 8 am - 7 pm

Friday: 8 am - 4:30 pm

Salt Lake Community College

4600 South Redwood Road

Salt Lake City, UT 84123

801-957-SLCC (7522)

Academic Goals

All of SLCC's academic programs are grouped within eight Areas of Study. Whether your goal is to complete a certificate or degree, transfer to a four-year institution, or go directly into the workforce, SLCC provides a guided program of study to help you choose courses and create a Pathway that will help you achieve your academic goals.

Not sure what Area of Study to choose? That's okay!

Pick the Area of Study that best fits your area of interest. After you are admitted, your Academic Advisor will help you complete your pathway map based on your academic goals.

| | |
|---|--|
| Area of Study | Arts, Communication and Digital Media |
| Academic Goals | Taking credit courses to earn a degree |
| Program of Study | Graphic Communications (AS) |
| Academic Goal Autopopulate (for testing purposes. this field will be removed) | DEG |

ENROLLMENT TRACKER – Desktop View

mySLCC

HOME ADVISOR EMPLOYEE TIME & LEAVE RESOURCES SEMESTER CHECKLIST REGISTRATION CAMPUS LIFE

MySLCC TESTING

Select Term Term: Spring 2019

1 APPLICATION
▶ Congratulatory! Your application has been accepted.

2 PLACEMENT
▶ English: Assessment required
▶ Math: Assessment required
▶ Do you have prior college credit? [Check how to transfer credits.](#)

3 ORIENTATION
▶ Register for a [\(Enrollment Tracker\) Desktop view](#) orientation [page](#). If you are a transfer student or not seeking a degree, orientation is highly recommended but not required.

4 REGISTRATION
▶ [View add and drop classes](#)

LEAVE US FEEDBACK

Residency Classification
▶ [Application for Residency Classification](#) – Request residency reclassification from non-resident student status.

Admission Application Update
[Admission Application Update Form](#) – For any student requiring re-admission to SLCC for a specific semester within the next calendar year.

Helpful Links
▶ [How to get a OneCard](#)
▶ [Ride UTA Free with your OneCard](#)
▶ [Get your parking pass](#)
▶ [Explore your textbook options](#)

Paying for College

1 Complete the FAFSA

2 Explore Scholarship Opportunities

3 Tuition Info. & Payment Options

For assistance, contact a financial aid advisor at 801-957-4410 or email FinancialAid@slcc.edu

SLCC PROMISE
We help pay for college. It's that simple.



Campus Logic / Student Forms



FOR YOUR STAFF

- + **Paperless file review** reduces staff time spent on verification, SAP Appeals, PJs, and c code resolution
- + **Highlighted conflicting information** eliminates data entry to generate ISIR corrections
- + **Automated student follow up** (text and email) saves time chasing students for documentation
- + **Automatic file indexing and imaging** saves time spent on document management
- + **Dashboard reporting** shows transactions, status, and turnaround time to improve operations



FOR YOUR STUDENTS

- + **Web form wizards and automated updates** guide students through the process
- + **Online task management** shows students where they are and what's next
- + **Pre-filled, personalized web forms** ensure accurate and complete info on first submission
- + **Compliant e-signature** for students and parents speeds and simplifies document completion
- + **Secure document upload** from any device provides easy, paperless document submission

Pathways: New Student Orientation

Phase 1 Goal:

To updated and enhance the on-line orientation to include informaiton covering all 8 areas of study, and to create an in-person orientation program for each area of study.

Roll Out – Fall 2019 Enrollments

Intrusive Case-management Advising

5 Milestones

1

Getting Ready
and Registering

Before 1st Day of
Class

2

Goal Setting and
Degree Planning

Before end of 1st
Semester

Hold Placed

3

Transfer and
Career Planning

Before 50%
Program
Completion

4

Preparing to
Graduate

Before 75%
Program
Completion

Hold Placed

5

Preparing to
Work

Before
100%
Program
Completion

Other additional meetings as needed for early alert or other needs

Intrusive Case-management Advising

Fall 2018 Pilot for Milestones 1 & 2

Approx. 200 New Students

1

Getting Ready
and Registering

Before 1st Day of
Class

2

Goal Setting and
Degree Planning

Before end of 1st
Semester

Preliminary Findings:

- Lots of process and system needs still to be worked out
- No effect yet (negative or positive) on retention
- Positive qualitative feedback from faculty and academic administrators

Intrusive Case-management Advising

Next Phases

Business Students – 2018-2019 & 2019-2020 cohorts

General Studies – 2017-2018 & 2018-2019 cohorts

Exploratory within an Area of Student - 2019-2020 cohort

Communication Plan

Bit.ly/PathwaysPlanSLCC

SLCC SEARCH: PATHWAYS

Salt Lake Community College

MY SLCC Maps News & Events A-Z Index

ACADEMICS FUTURE STUDENTS CURRENT STUDENTS COMMUNITY

I-SLCC-INTERNAL / PATHWAYS / HOME

PATHWAYS

Home

A Message from Executive Cabinet

Guiding Student Choice

Enhancing Learning

Areas of Study

Timeline

Pathways Resources

Contact Information

PATHWAYS PLAN

SLCC Pathways provides a guided program of study intentionally designed to enhance learning and clarify a student's route to program completion.

The Pathways Plan proactively guides and supports student choice with an eye for intentional completion by reorganizing and re-presenting our degree programs. Using student experience as a framework to guide our efforts helps us to stay focused on improving their success.

In short, Pathways is a student-centered approach to college redesign.

We began moving toward a holistic Pathways model in 2016. We will continue to adapt, evolve and improve our engagement with Pathways over time, with incremental achievements accruing each academic year and full implementation achieved by 2023.

Why Pathways?

- Pathways supports our mission for Inclusivity and Equity by ensuring that all students, no matter their income or social capital, receive proactive guidance to achieve their goals at equitable rates.
- Pathways helps us articulate a better value proposition to students and parents by linking programs to careers with living wages. Higher education is not a straightforward meritocracy, and income impacts graduation rates. Lower-income students may need a clearer picture of their future ROI.
- Guided choice and engagement by design eliminate irrational course selection, which saves time and money for students.
- 68% of SLCC graduates transfer to four-year schools. Pathways benefits SLCC transfer students by aligning them with communities and instilling a strong sense of purpose and self.
- Many SLCC students are nontraditional or part-time: 53% are the first in their family to attend college, 81%

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