

Cafeteria Model (Status Quo)	Guided Pathways Model	How BC Stacks Up
<b>Academic Program Structure</b>		
<ul style="list-style-type: none"> <li>• Paths to student end goals are unclear.</li> <li>• Program requirements are confusing; guidelines for progression are not clear and consistent.</li> <li>• There is a lack of curricular coherence across courses, and students may not acquire needed skills.</li> <li>• Course schedules are unpredictable and often set to accommodate college needs, not student needs.</li> <li>• Curriculum in high schools and other feeders is not aligned to college requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Programs are fully mapped out and aligned with further education and career advancement.</li> <li>• Critical courses and other milestones are clearly identified on program maps.</li> <li>• Student learning outcomes are specified across programs.</li> <li>• Predictable schedules are set based on analysis of courses students need to progress on their plans.</li> <li>• High school and other feeder curriculum is designed to prepare students to enter college programs in particular fields.</li> </ul>	<ul style="list-style-type: none"> <li>• All programs fully mapped and accessible in DegreeWorks</li> <li>• Readiness to identify critical courses through newly established Institutional Effectiveness office and cadre of 25+ Data Coaches</li> <li>• Student learning outcomes, program learning outcomes, and institutional learning outcomes specified and assessed</li> <li>• Strong dual enrollment presence with 100+ course offerings beginning in 9<sup>th</sup> grade</li> <li>• Targeted curriculum alignment efforts in math ongoing (i.e. Math Articulation Day)</li> <li>• <b>Area for improvement:</b> enrollment management and development of course schedules based on student needs and educational plans</li> </ul>
<b>New Student Intake</b>		
<ul style="list-style-type: none"> <li>• Career and college planning is optional.</li> <li>• Undecided students are allowed to explore on their own.</li> <li>• Assessment is used to sort students into remediation or college- level courses.</li> <li>• Prerequisite remediation is narrowly focused on college algebra and English composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic plans, based on program maps, are required.</li> <li>• Students are required to enter exploratory majors and choose specific programs on a specified timeline.</li> <li>• Assessment is used to diagnose areas where students need support.</li> <li>• Instruction in foundation skills is integrated into and contextualized with critical program courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Abbreviated student educational plans delivered in all feeder high schools</li> <li>• Programs organized into 9 meta-majors</li> <li>• Deliver over 20 sections of Summer Bridge (opt-out only)</li> <li>• Multiple measures of assessment used in student placement – use of statewide criteria</li> <li>• Pilot of non-cognitive assessment questions to identify need for academic and co-curricular support</li> <li>• Reduction of remedial pathway via acceleration to maximum of two</li> </ul>

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		semesters to progress to college-level courses <ul style="list-style-type: none"> <li>• <b>Area for Improvement:</b> Identification of critical courses within each meta-major and integration of academic support services with those courses</li> </ul>
Instruction		
<ul style="list-style-type: none"> <li>• Learning outcomes are focused on courses, not programs.</li> <li>• Instructors are often isolated and unsupported.</li> <li>• Metacognitive skills are considered outside the scope of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty collaborate to define and assess learning outcomes for entire programs.</li> <li>• Faculty are trained and supported to assess program learning outcomes and use results to improve instruction.</li> <li>• Supporting motivation and metacognition is an explicit instructional goal across programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning outcomes established and assessed</li> <li>• Program learning outcomes incorporated in faculty evaluation process</li> <li>• Habits of Mind incorporated into new faculty seminar</li> <li>• 25+ Data Coaches trained and available to assist faculty in learning outcomes assessment</li> <li>• <b>Area for Improvement:</b> Closing the loop on program improvement based on student learning outcome assessment; coordination and connection of data coaches to instructional needs</li> </ul>
Progress Monitoring and Support		
<ul style="list-style-type: none"> <li>• Student progress is not monitored, or there is limited feedback on progress.</li> <li>• Students do not have a clear idea of what they need to do to complete program requirements.</li> <li>• Students' performance in critical program courses is not closely monitored.</li> <li>• Communication between advisors and academic departments is poor; advisors lack accurate program information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress on academic plans is closely monitored, with frequent feedback.</li> <li>• Students can see how far they have come and what they need to do to complete programs.</li> <li>• Early warning systems identify students at risk of failing critical courses and initiate timely interventions.</li> <li>• Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• SARs Early Alert established; pursuing Starfish CONNECT and Early Alert system to enhance student progress monitoring</li> <li>• Students placed into cohort by affinity and assigned to a Completion Coaching team for monitoring and timely feedback; systems developed in Banner/ODS; shifting to Cognos in Summer 2017</li> <li>• Contract in progress with RP Group to place students into cohort by meta-major</li> </ul>

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		<p>and assign to a Completion Coaching team in fall 2018</p> <ul style="list-style-type: none"> <li>• Counselors and advisors are assigned to academic departments as liaisons</li> <li>• Completion Coaching duties are defined, published, and revisited regularly in monthly Completion Coach meetings</li> <li>• <b>Area for Improvement:</b> Improvement of technology to close the loop on early alerts; integration of this technology with existing systems</li> </ul>