

Institution Name: SAN JACINTO COLLEGE

Part I-A: ENROLLMENT/GRADUATE ANALYSIS BY PROGRAM – LAUNCHING THE WORK

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete the attached spreadsheet for analysis of college enrollment by program area. Following completion of the college analysis of enrollment by program, the Institute team – and ideally, broader groups of people at the college – should consider as a group the following questions and provide responses in the second column. **Submit to Raquel Garza (rgarza@tacc.org) by February 10, 2017.**

To be reviewed and augmented during College Team Strategy Session #1 at the Institute



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Guiding Questions: **ENROLLMENT BY PROGRAM**

College Responses to Guiding Questions



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1. How do we currently track students' programs of study? How accurately do the counts in this report reflect what programs students are actually in (or think they are in)?

Students' programs of study are tracked based on their declared major on the Curricula tab in the Program field on their SGASTDN records in BANNER.

Students are not required to change their majors in the system. Therefore, if a student begins taking courses for a different major without formally declaring a change of major and entering it voluntarily into the system, the tracking into the new major is not captured. The change must be done through a meeting with an advisor.

There is an alternate method for tracking students through a technical program. The methodology used for Program Review Data Reports considers the courses unique to each technical program, so if a student begins taking any of those unique courses, then the student is considered to be in that technical program. This is not possible for academic programs because courses are not necessarily unique to individual academic program pathways. For example, ENGL 1301 and 1302 exist in almost all academic pathways, and choices exist for meeting the social and behavioral core curriculum requirement that are appropriate to several different academic programs.

During the application process, students are able to choose any of the college's 141 programs as their stated area of interest. During



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	<p>early advising, students' program codes may be changed based on discussions with an admissions advisor.</p> <p>After the initial enrollment process, there are several initiatives in place to help ensure that students are in the right program:</p> <ul style="list-style-type: none"> • Most technical program courses are restricted to students within that program. To enroll in technical courses, students must be in the appropriate program. • During the "introductory" course in each technical program, educational planners, in collaboration with faculty, ensure that students have the appropriate technical program code listed in SGASTDN. • Educational Planners also work with STEM instructors to visit specific courses and work with students to ensure that students have selected a STEM-related program code. • As part of the mandatory student success course, students must complete a career project. At the end of that course, career counselors and educational planners work with the students to change their program codes based on the results of the career project.
<p>2. How well do each of these program designations reflect students' goals--particularly for further education and employment?</p>	<p>For technical areas, advisory committees provide ongoing information regarding workplace competencies and validating the program curriculum. This industry feedback is used to determine program designations and to ensure that the student's specific goal, gaining employment in a particular area, is easily identifiable.</p>



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Guiding Questions: ENROLLMENT BY PROGRAM	College Responses to Guiding Questions
	<p>San Jacinto has only 14 academic or transfer programs. These broad meta-majors align with and track to specific “colleges” and majors at our local and regional universities. Students who have a stated goal of a specific university major can easily determine which program they need to pursue at SJC with help from an educational planner.</p>
<p>3. What is our current process for monitoring student progress through their program requirements? How closely do we monitor how far along students are toward completing their program requirements?</p>	<p>Monitoring student progress for an individual student is accomplished easily through faculty advising in SOS. Faculty and advisors have access to view that individual progress information. Monitoring an entire group, all cosmetology students, for example, is an area under development. Our Banner student team is currently testing an Argos report that will extract the degree progress data for an entire cohort of students.</p> <p>Areas more closely monitored include:</p> <ul style="list-style-type: none"> • Progress in technical programs is closely monitored by the Department Chairs and/or the Program Directors using multiple methods including Excel spreadsheets. • Certain technical programs such as Cosmetology and the allied health fields are very closely monitored due to federal and state requirements for licensure or certification. • Because they must stay on track to complete their high school requirements, progress made by Dual Credit students



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	<p>is closely monitored by both the SJC dual credit teams and the high school counseling team.</p> <p>There is no one office or individual assigned to monitor the progress of academic students towards a degree. The student services reorganization will begin to address this need through the Educational Planning, Counseling and Completion area through mandatory advising checkpoints.</p>
<p>4. Do students have easy access to information on exactly what progress they've made and what they have to do to complete their program? Can students currently do degree audits? What other information is available to help students track their progress? How accessible and user friendly are they?</p>	<p>Students have access to information concerning their program of study through Degreeworks. At San Jacinto College, Degreeworks has been re-labeled as My SanJac GPS – a Graduation Plan Strategy.</p> <p>GPS is an online planning tool that allows educational planners and students to see what courses and requirements a student needs to graduate and to enter a major area at transfer institutions. It allows students to track progress towards degrees, plan class schedules for future semesters, complete degree audits, run what-if scenarios, calculate GPAs, and have real time access to their data.</p> <p>GPS tells them exactly what is remaining to complete their degree requirements and also shows them, via a progress bar, what percentage of the degree they have completed. It utilizes all coursework a student has completed, both at SJC and evaluated transfer work.</p>



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	<p>Students who enroll in the mandatory student success course are taught how to use GPS prior to registering for the next semester. Other students can learn how to use the system during an advising visit or through an online tutorial on the Educational Planning web page.</p> <p>All students have access to GPS through their SOS (student online system) login.</p>
<p>5. What is our current process for keeping track when students change programs? How well do we keep track of changes in students' program choices?</p>	<p>Students must visit with an Educational Planner to change their majors.</p> <p>Changes to a students' program of study are tracked based on their declared major on the Curricula tab in the Program field on their SGASTDN record in BANNER. Each change that is made is permanently recorded.</p>
<p>6. Which department is responsible for monitoring the progress of students in each program listed in the report?</p>	<p>Monitoring student progress for an individual student is accomplished easily through faculty advising in SOS. Faculty and advisors have access to view that individual's progress information. Monitoring an entire group, all cosmetology students, for example, is an area under development. Our Banner student team is currently testing an Argos report that will extract the degree progress data for an entire cohort of students.</p>



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Guiding Questions: ENROLLMENT BY PROGRAM	College Responses to Guiding Questions
	<ul style="list-style-type: none"> Progress in most technical programs is closely monitored by the Department Chairs and/or the Program Directors using multiple methods including Excel spreadsheets. Certain technical programs such as Cosmetology, automotive technology, and the allied health fields are very closely monitored due to federal and state requirements for licensure or certification and because of industry-specific requirements. Because they must stay on track to complete their high school requirements, progress made by Dual Credit students is closely monitored by both the SJC Dual credit teams and the high school counseling team. <p>There is no one office or individual assigned to monitor the progress of academic students towards a degree. The student services reorganization will begin to address this need through the Educational Planning, Counseling and Completion area.</p>
<p>7. Are there students whose progress in a program is not tracked by any academic unit—for example, students taking developmental education courses, pre-nursing students, non-credit students?</p>	<p>There is no one office or individual assigned to monitor the progress of academic students or students who begin in developmental courses towards a degree. However, if a student is in the Intentional Connections program, which is the lowest level of developmental education, instruction and support are provided in a case management model in which every student’s progress is tracked by individual faculty members in the learning community and the advisor assigned to that learning community. As we re-</p>



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	<p>think the role of faculty advising, we are considering how to monitor progress for the academic paths through faculty advising that is discipline specific. Students would have a faculty advisor within the chosen major who would track progress. The student services reorganization will begin to address this need as well through the Educational Planning, Counseling, and Completion area.</p>



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Guiding Questions: **GRADUATES BY PROGRAM**

College Responses to Guiding Questions



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1. Comparing this report to the previous report on program enrollments, how well do the fields in which the college is awarding credentials reflect the programs in which students were enrolled? How well aligned are the credentials the college awards in each program area with jobs in demand in your region? How do you know whether or not these programs are aligned with local employment needs?

It varies greatly by program on whether a student earns a credential in their intended major program of study. For example, in Process Technology, 2.85% of all programs enrollments were in the Process Technology AAS. 2.57% of all awards were in Process Technology meaning that most students stay in that AAS program. Additionally, many students earn a one-year certificate in Process Technology along the way to earning their AAS.

The same pattern holds for Nursing Associate Degree. 1.28% of all programs enrollments were in the Nursing ADN program. 1.84% of all awards were in Nursing ADN.

In Cosmetology, we see a shift when comparing the enrollments to the graduates. 1.37% of all program enrollments were in Cosmetology; however, 3.63% of all awards were in Cosmetology meaning that students may not initially choose Cosmetology as their career path, but many earn a credential in Cosmetology.

In contrast to Cosmetology, in the Computer Science AS program, 1.52% of all program enrollments were in Computer Science AS; however, only 0.37% of all awards were in this program. This means that many Computer Science AS students do not progress through this major.

During a new program development process, research is conducted on job demand, an advisory committee is formed to provide input on



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knowledge and skills and for curriculum formation, and surveys are sent to area business and industry to solicit information on training requirements, program competencies employment opportunities, salary ranges, etc. After the program is implemented, advisory committees continue to provide ongoing information regarding workplace competencies and validating the program curriculum.

The majority of program credentials in the Business and Technology division are aligned with the career opportunities in the area. Areas that may not be aligned as well as industry would prefer are being vetted and improved through advisory committee input. Input from business and Industry on the credentials and expected learning outcomes of courses and programs are reviewed at advisory committee meetings. Enhancement and engagement of advisory committees is a current focus for the Business and Technology division. Training was provided to faculty through a district-wide discipline enrichment meeting August 2015 on advisory committee operations, effective use and membership of advisory committees, and the need for clearly defined agendas and expectations in order for our industry partners to provide valuable input and feedback. George Arrants, author and national leader, spoke to the faculty on the importance of understanding their role in advisory committee development and the importance of directed action by chairs. The THECB requirement for minimum number of advisory committee meetings is one annually. The business and technology divisions have increased the minimum number of advisory committee meetings to



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two meetings annually for most programs. Because of the accreditation requirements of certain programs, additional meetings are included to meet the requirement and the need for more frequent interaction with industry partners; these areas usually meet three to four times a year. The increased industry input allows programs to remain on the cutting edge of what learning outcomes are important and relevant in the workforce. For example, the construction management program will broaden the membership base to include more subcontractors. The move from commercial general contractors will help the program connect to more job sectors and local employment needs.

Allied Health and Nursing collaborate with advisory committees twice a year to ensure that the programs and curricula are in alignment with industry needs and standards. In addition to these formal meetings, program leaders maintain open dialogue with industry leaders regarding emerging trends and employment options. An example is the Nursing BSN 80/20 where the mission was to have 80% of baccalaureate degree nurses by the year 2020. Even though the College offers associate degree nursing programs, we have initiated agreements with Baccalaureate-awarding nursing programs so that our students have an easy transition to continue their education. Health Science programs also monitor changes associated with their accrediting board and make adjustments accordingly. Natural Sciences maintains dialogue with STEM-related industry partners to ensure that the College is offering STEM pathways. Courses and



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student learning objectives are reviewed to ensure the courses are meeting the needs of transfer institutions and industry.

With the juxtaposition of the North Campus to the ship channel, we are continuing to align our programs to the needs of our advisory membership in maritime and transportation. We are responsive to what entering workforce/place competencies and skills are required to attain a credential, obtain employment, and retain a position. Some programs do a more purposeful and intentional job in the translation of industry standards to course and program outcomes and have aligned the curriculum appropriately. Over the last two years, more progress has been made in programs to remove electives and focus on a clear academic plan and pathway that results in students entering the workforce. Examples include the industrial programs (drafting, HVAC, electrical, etc.), which are focusing efforts on commercial and industrial alignment to ship channel area needs. In electrical, we have focused on commercial and industrial entry competencies and skills; however, many are applicable to the residential areas. Even though production may occur across commercial and residential sectors, a student who has the fundamental skills, has mastered core competencies, and has a strong work ethic can navigate either plant or commercial construction careers. We have also subscribed to GradCast which helps our programs connect students to local employment opportunities.



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Guiding Questions: GRADUATES BY PROGRAM	College Responses to Guiding Questions
<p>2. How well aligned are transfer degrees with major requirements in bachelors' programs offered by four-year institution (or by your college where applicable)? How do you know how well aligned your programs are with transfer requirements in specific major fields?</p>	<p>By state law, Texas mandates the complete transferability of the 42 hours in a student's common core to all Texas public colleges and universities. The transferred core takes the place of the core curriculum at the receiving transfer institution.</p> <p>Another means of ensuring the transferability and applicability of all courses within a degree is to follow specific degree plans in specific majors that are called Fields of Study. A Field of Study plan has the approval of the Texas Higher Education Coordinating Board. The entire plan of courses is designed to transfer as a block of courses to all Texas public colleges and universities when the student majors in the specific Field of Study at the transfer institution. The University of Houston newly re-organized College of Art reached out to SJC to participate in an academic transfer "summit." A second one is planned for April.</p> <p>The college has seamless articulation agreements with universities. While the articulation agreements are easy to develop, seamless transfer plans into specific colleges within the university may or may not exist or be recognized. The colleges have begun to recognize the value of these agreements and are now reaching out to the college (e.g., UH College of Engineering, Lamar University, UHCL BSN degree).</p> <p>Using transfer data from the National Clearinghouse, the College has identified those institutions to which SJC students and graduates most commonly transfer. They are the ones with which the college would like to have agreements, and we have achieved 18 agreements out of the top 37 institutions. These data have</p>



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	<p>narrowed the scope of work around articulation agreements for the Office of Learning and Assessment. We know the students' majors upon transfer only by identifying the most popular majors at the university (word-of-mouth) or student feedback. The students would benefit if we had a more efficient process for maintaining ongoing transfer plans with the four-year colleges and reaching out to the universities on a regular basis. After the forms are created, there is no regular review until the universities reach out to us again. This usually happens when they initiate a recruiting project for a particular college or start a new program, such as UHCL's BSN degree which was designed through a collaborative effort between UHCL and SJC faculty and staff and Lamar University's engineering and maritime programs. In addition, through Houston GPS, the Office of Student Success Partnerships has worked out a transfer plan into the UH Bauer College of Business.</p> <p>Educational Planners do create academic transfer plans for the most common majors to many of the universities in the state of Texas. These plans show the courses that a student would need to take to complete an associate degree at SJC and also show the courses that a student needs from that particular university in a specific major. All academic programs participate in Program Review on a four-year review cycle. As part of that process, each discipline area develops an Advisory Council of faculty from local and regional transfer institutions who review courses, student learning outcomes, and the alignment of our academic pathways with specific majors at the university.</p>



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Guiding Questions: GRADUATES BY PROGRAM	College Responses to Guiding Questions
3. Does the college monitor the employment and further education outcomes and success of students in each of these programs? If so, how is this information used? If not, how might you do this?	
4. Do excess credits seem to be a problem among associate degree recipients in particular fields? If so, in which fields?	



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Part I-B: ENROLLMENT/GRADUATION ANALYSIS BY PROGRAM – ADVANCING THE WORK

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: *For institutions that have already analyzed program enrollment/graduation data as part of guided pathways implementation, this set of questions moves the institutional dialogue to the next level of work. If you have not analyzed your program enrollment/graduation data before this exercise, you may not be prepared to respond to this set of questions.*

*Following completion of the college analysis of enrollment by program and the responses to the questions in Part I-A, the Institute team – and ideally, broader groups of people at the college – should consider as a group the following questions and provide responses in the second column. **Submit to Raquel Garza (rgarza@tacc.org) by February 10, 2017.***

To be reviewed and augmented during College Team Strategy Session #1 at the Institute

Guiding Questions	College Responses to Guiding Questions
1. Have there been changes in program enrollment since academic paths/maps have been implemented? Has the number of undecided students reduced as a result?	
2. If the institution has implemented meta-majors, communities of interest or similar program clusters for new students, how is the college tracking/reporting student enrollment in these program clusters?	
3. Is the institution tracking/monitoring academic and student support interventions? Have discipline-appropriate academic and/or student services been integrated into the meta-majors?	



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Guiding Questions	College Responses to Guiding Questions
<p>4. Has the institution changed the evaluation of program learning outcomes as part of the pathways implementation? How are program learning outcomes assessed? What improvements need to be made to the assessment process?</p>	
<p>5. Does the institution integrate practical/applied learning experiences for students as an integral part of programs of study? Are these experiences tracked? How are they used to enhance the student experience? How can the practical student experiences be used as part of the program improvement process?</p>	



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Part II-A: PROGRAM MAPPING

To be completed during College Team Strategy Session #2 at the institute

Instructions: Using the results from the program mapping template, the college team should reflect on the mapping process and consider as a group the following questions and provide responses in the second column.

Guiding Questions: COLLEGES CREATING PROGRAM MAPS	College Responses to Guiding Questions
1. What part of the program mapping process was most difficult for your institution? How did you address the challenges? What are your next steps?	
2. How did you engage stakeholders in the mapping process? What is the plan for mapping all programs at the institution? Who is leading this work? What is the expected timeline for completion?	
3. How will mapping the institution’s programs fit in with the institution’s overall guided pathways implementation? What will it mean for advising and the connection to careers and transfer institutions? What are the plans for monitoring student progress? on their academic plans?	



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Guiding Questions: COLLEGES THAT HAVE CREATED PROGRAM MAPS	College Responses to Guiding Questions
1. <i>From the student perspective</i> , how clearly are college programs described on the college website?	
2. <i>From the student perspective</i> , how clearly are high school to program pathways, Adult Education and Literacy to program pathways, and transfer pathways described for each program on the college website?	
3. What improvements need to be made in the college website presentation of program maps/pathways?	
4. What improvements need to be made to college advising materials for students, faculty and advisors now that the program maps are in place?	
5. How are the academic maps connected to careers? When are the students provided with the career information? Opportunities to explore scenarios about career choices, job market, potential salaries, etc.? How is career information integrated into the student choice process for meta-majors/programs of study?	



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Part II-B: PATHWAY DESIGN BEYOND PROGRAM MAPPING

To be completed during College Team Strategy Session #2

Instructions: Pathway design builds upon program maps to further enrich and specify desired student experiences. Use the following questions to guide discussion. Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus.

Guiding Questions	College Responses to Guiding Questions
1. Have faculty in meta-majors identified “the right math” (e.g., statistics, quantitative reasoning, college algebra/calculus) for programs in the area? If not, what is the plan for engaging faculty in that work?	
2. Have faculty in meta-majors identified “the right math” developmental on-ramp/pre-requisite/co-requisite for underprepared students for programs in the area? If not, what is the plan for engaging faculty in that work?	
3. Have faculty in meta-majors identified recommended general education core courses for programs in the area? If not, what is the plan for engaging faculty in that work?	
4. Have faculty in meta-majors identified recommended electives for programs in the area? If not, what is the plan for engaging faculty in that work?	
5. Have faculty in the meta-majors/program areas explicitly identified critical courses and progress milestones for students in each pathway? If not, what is the plan for engaging faculty in that work?	



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Guiding Questions	College Responses to Guiding Questions
6. Have faculty in the meta-majors/program areas completed the task of explicitly aligning desired student learning outcomes for each course in the pathways, so that they accumulate to desired program learning outcomes? If not, what is the plan for engaging faculty in that work?	
7. Have faculty in the meta-majors/program areas explicitly designed hands-on/applied learning opportunities (e.g., field work, clinical placements, internships, group projects, service learning) for students as they move through each pathway? If not, what is the plan for engaging faculty in that work?	
8. Have faculty in the meta-majors/program areas collaborated with K-12 colleagues on the alignment of endorsements leading toward each pathway? Have faculty collaborated with Adult Education and Literacy program instructors? Have faculty collaborated with university transfer faculty? If not, what is the plan for engaging faculty in that work?	



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Part III: MAKING SENSE AND MOVING FORWARD

To be completed during College Team Strategy Session #3

Instructions: Use the following questions to guide discussion. Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus.

Guiding Questions	College Responses to Guiding Questions
Which issues/approaches/strategies discussed in the day's sessions are potentially of greatest interest to the college?	
What existing knowledge and/or college work has been reinforced?	
Discuss insights the team has gained from these conversations; name 3–5 as a team.	
What do you not know now that you need to know about these issues/approaches? How will you obtain that additional data/information? What are the implications for needed technical assistance and/or professional Development for the college?	



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Part IV: Action Planning and Next Steps

To be initiated during College Team Strategy Session #4 and augmented with other college personnel

Instructions: At this point, your team has reviewed and discussed implementing and advancing program mapping at your institution. Now comes an opportunity for the team to reflect on its learning, think through options for the college’s strategic approach to designing and implementing guided pathways at scale, and establish new or refined priorities for the work on campus. The college team should discuss next steps: whom to involve, how to communicate findings and broaden engagement on campus, and how, when, and by whom follow-up steps will be taken. Once you’ve engaged key college constituencies in discussion of data, issues and strategies, **return this completed action plan to Raquel Garza (rgarza@tacc.org) by XX, 2017.** Add rows as necessary.

PRIORITIES: NEXT STEPS	BY WHOM	BY WHEN



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Part IV: Action Planning and Next Steps (cont.) — Working the Plan

To be completed and augmented with other college personnel

*Next Steps: This template is provided for more detailed planning in regard to identified priorities/strategies for designing and implementing guided pathways at scale. Once you've identified and collaborated with key people on your campus, **return this completed action plan to Raquel Garza (rgarza@tacc.org) by XX, 2017.** Add rows as necessary.*

Priority/Strategy	Goal(s)	Activities Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify the top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	List the steps required to accomplish these priorities	Who will assume leadership responsibility?	Implement date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated/reallocated?	What challenges do you anticipate?
1.							
2.							



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3.							
4.							
5.							
6.							

