

## SVC's Student Achievement Strategy

### *Glossary of Terms*

**Advising checkpoint** is a contact (in-person, by phone, or electronic) between an advisor and advisee. Beginning in 2017, mandatory checkpoints will be required prior to first quarter, second quarter, and third quarter registration.

**Appreciative Advising** is the practice of asking positive, open-ended questions that help students optimize their educational experience. It includes elements of Intrusive Advising, where advisors develop caring and beneficial relationships with students that leads to targeted and customized student support and increased academic motivation and success.

**Cardinal Pre-flight** is the online student orientation completed after Admission to SVC and prior to first quarter advising. Learning outcomes include: understanding Meta Majors, the significance of preparing for assessments and the importance of completing the FAFSA.

**Cardinal Kick-off** is the new-student welcome that occurs just prior to the first day of classes each quarter. Students are introduced to clubs on campus, receive campus tours, attend specialized sessions on Canvas, eLearning, and other college resources.

**Cardinal Take-off** is the first-quarter, small-group, mandatory session in which students register for their first quarter. The session occurs after students have completed their assessments and Cardinal Pre-flight. Cardinal Take-Off was formerly referred to as Gateways to Success.

**Contextualization** is the process that connects and integrates instructional content with meaningful topics relevant to the student's field of interest. Contextualization of course content is often practiced in foundation skills, college success skills, IBEST programs and/or other integrated learning experiences.

**Course sequencing** is the process of ordering courses in a coherent, connected way to help students efficiently meet the requirements of their certificate and degree programs. Course sequencing is a key component of developing effective degree maps.

**Counselors** are faculty who hold a Master's or terminal degree. They provide crisis, personal and career counseling, as well as educational advising services.

**Critical courses** are those courses that signal whether a student is likely to succeed in a given field of study. An example could be Chemistry 121 as a critical course that predicts the success of students pursuing a Nursing Degree. **Critical Courses** are also referred to as *Milestone Courses* at other colleges and in higher education literature.

**Customer Relationship Management (CRM):** See TargetX

**Degree Maps** are the quarter-by-quarter default sequence of courses, including gateway and critical courses, which lead to on-time completion of a certificate or degree. Degree Maps are also referred to as *Default Pathways* and *Program Maps* at other colleges and in higher education literature.

**Educational Plan** is an individual student's customized course of study based on the appropriate degree map.

**First Quarter Experience (FQE)** is a mandatory, two-credit class for new degree-seeking students. Course activities include developing an academic plan, life/career plan, financial plan, college navigation skills, and a meaningful engagement experience with peers, faculty, and staff. The College's FQE course is CSS 103.

**Gateway courses** are the first or lowest-level college-level course students take in a given discipline. Enrollment in a gateway college-level course should be the default placement for most students. An example could be English 101 as a gateway course for students pursuing a college degree.

**Holistic assessment** is the process of measuring a student's knowledge, skills and non-cognitive indicator of success in learning. *SmarterMeasure* is the College's holistic assessment instrument.

**Inclusive Pedagogy** is the method and practice of teaching that promotes equity in the classroom and beyond. It includes the use of diverse teaching strategies, multicultural content, and varied means of student assessment.

**Intrusive Advising:** See Appreciative Advising

**Meta-majors** are the collections of related instructional programs based on career and educational area. Each meta-major includes a set of courses that meet academic requirements that are common across several related programs of study.

**Meta-Major Teams** consist of a counselor, navigators, faculty who teach within the meta-major, and faculty who teach subjects such as math and English that support the meta-major course of study. Meta major teams review Planning Guides, serve as subject-matter experts, and engage in continuous improvement of curriculum development and advising within the meta-major.

**Multiple measures of assessment** are a variety of assessment measures used to place students in English and Math courses. Some of the measures that might be used include: the *Accuplacer* test, high school transcripts, SAT scores, and *Smarter Balanced* results.

**Navigators** are exempt employees who assist with the intake process; advise students into the appropriate meta-major; assist FQE instructors in the development of student educational plans; and, advise students within their meta-majors.

**On Ramp** describes a course or courses that prepare and support students who place below college-level math and/or English. On Ramps typically integrate academic success skills and contextualize learning. On Ramps may be offered through Basic Education for Adults (BedA) or developmental education.

**Planning Guides** include comprehensive information about a particular degree or certificate program, including career information, program learning outcomes, current transfer information, and a degree map. Key advising checkpoints are also listed on the planning guide.

**Smarter Balanced (SBAC)** is an assessment of English and math skills in the Washington K-12 system. Community Colleges in Washington State have an agreement to use high school students' Smarter Balanced scores to place into math and English.

**SmarterMeasure** is a holistic, web-based assessment instrument that measures students' non-cognitive skills and abilities, including readiness for succeeding in an online and/or technology rich learning program.

**Student Achievement Strategy (SAS)** creates equity by aligning curriculum content and all college functions to promote every student's progression, completion, and readiness to engage in further education. The Student Achievement Strategy is measured through our "Achievement" Core Theme ([http://www.skagit.edu/files.asp\\_Q\\_pagenummer\\_E\\_1362](http://www.skagit.edu/files.asp_Q_pagenummer_E_1362)). A significant element of this effort is Guided Pathways, which is defined by the American Association of Community Colleges as "an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market."

**Student Advising** is a team effort and shared responsibility involving Counselors, Navigators, and Instructional Faculty who communicate regularly and work together to proactively support students in a designated pathway. Beginning in 2017, students will have mandatory contacts (checkpoints) with an advisor.

**TargetX** is the technology tool used by the College that tracks student progress and assists with automated and customizable communication. It includes a record of advising and academic information for each student. A Customer Relationship Management system is an industry term for software tools that provide similar technological capabilities.