



Dear Colleagues,

As promised in an earlier communication, here is our revised guidance on student intent coding, below. This guidance is being distributed to Instruction Commission, Student Services Commission, and to relevant Councils of both Commissions.

SBCTC Guidance for Student Intent Coding

To ensure consistent and accurate coding of students according to clear and concise system-wide policies and guidelines, the following coding practices and underlying principles constitute our guidance for Washington community and technical colleges.

Coding

Intent Code M (multiple programs):

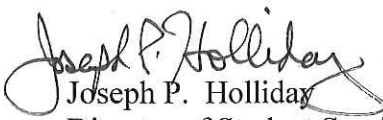
Student is enrolled in prerequisites for a selective admissions workforce program and intends to concurrently complete a transfer degree (to include a Nursing DTA) or intends to complete a transfer degree if not admitted to the selective admissions workforce program. At a time when the student is no longer pursuing multiple programs (acceptance into selective admissions for example), the intent code should adjust accordingly.

Intent Code G (preparatory coursework only)

Student has no interest in preparing for multiple degree pathways and does not intend to remain at the institution if they do not get accepted into the selective admissions program. At a time when the student is no longer in preparatory status (acceptance into selective admissions for example), the intent code should adjust accordingly.

Principles

- Intent codes assigned by college staff represent the student's intended program goal; meaning, when they arrive at the college, what do they want to walk away with when they have accomplished their goal.
- A delineation between an academic transfer degree goal and a workforce degree goal is necessary, due to eligibility requirements for workforce programs for FTE counts and funding
- However, new programs that are strongly linked to baccalaureate requirements as well as the Guided Pathways Initiative have shifted the way we need to think about the potential multiple paths ahead of the student as they begin working on their goals.
- There should be flexibility for coding for multiple pathways at the beginning of a student's degree planning process, but students should be advised to focus on a definitive path by the start of second year of college, in alignment with guided pathway and student achievement progression framework principles
- The ability to count FTES for the purposes of funding should not be a driving factor in student intent coding, but rather the full range of options and implications for financial aid for the student's expressed program goals need to be explained and explored with the student through regular advising.


Joseph P. Holliday
Director of Student Services


Nancy C. Dick
Director of Workforce Education