CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Redesigning College for Student Success

A Clearer Path

Wyoming Association of Community College Trustees

October 21, 2016

Davis Jenkins

Community College Research Center

@CommunityCCRC

#RedesigningCCs

New Students Want to Know

- What are my career options?
- What are the education paths to those careers?
- How do I get a bachelor’s degree?
- What will I need to take?
- How long will it take and how much will it cost?
- How do I pay for it?

Career?
Degree?

GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D) , 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

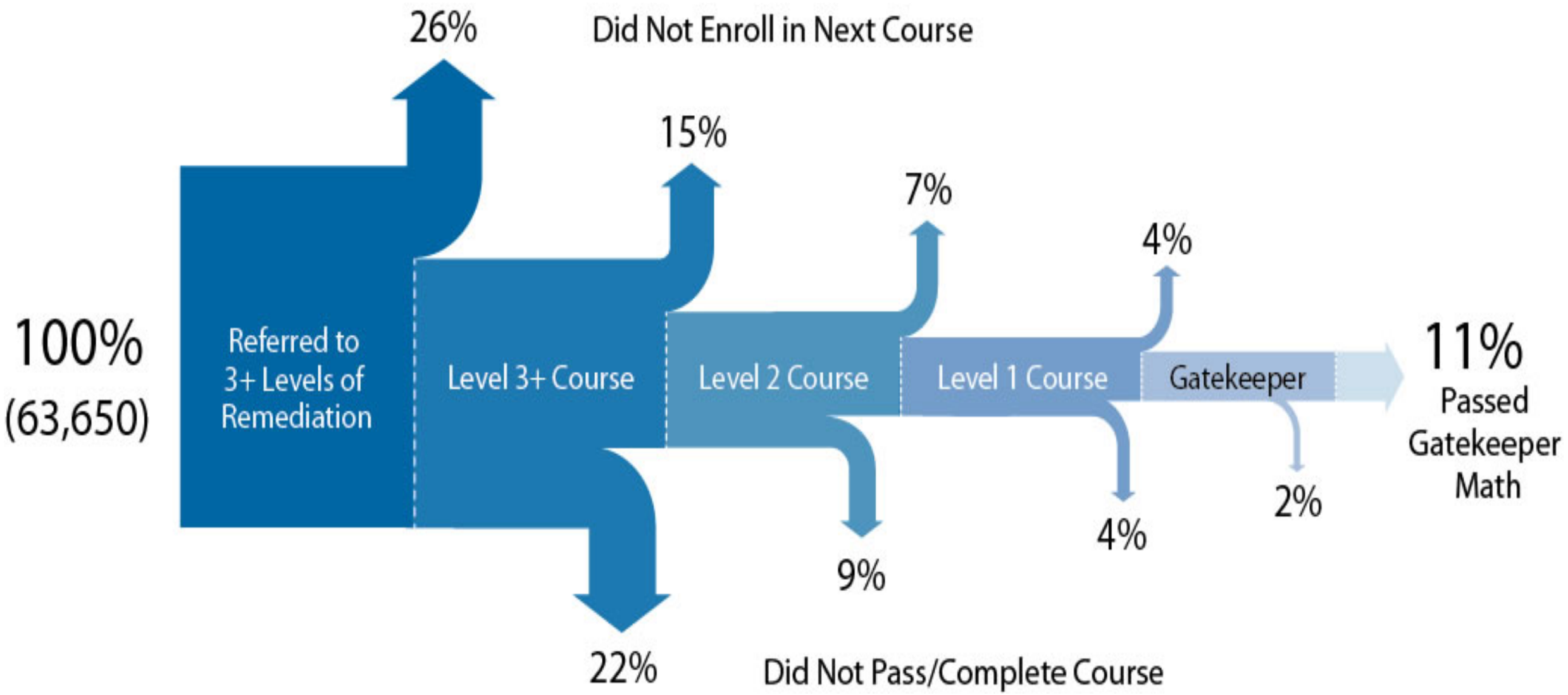
AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

Dev Ed Sorting System

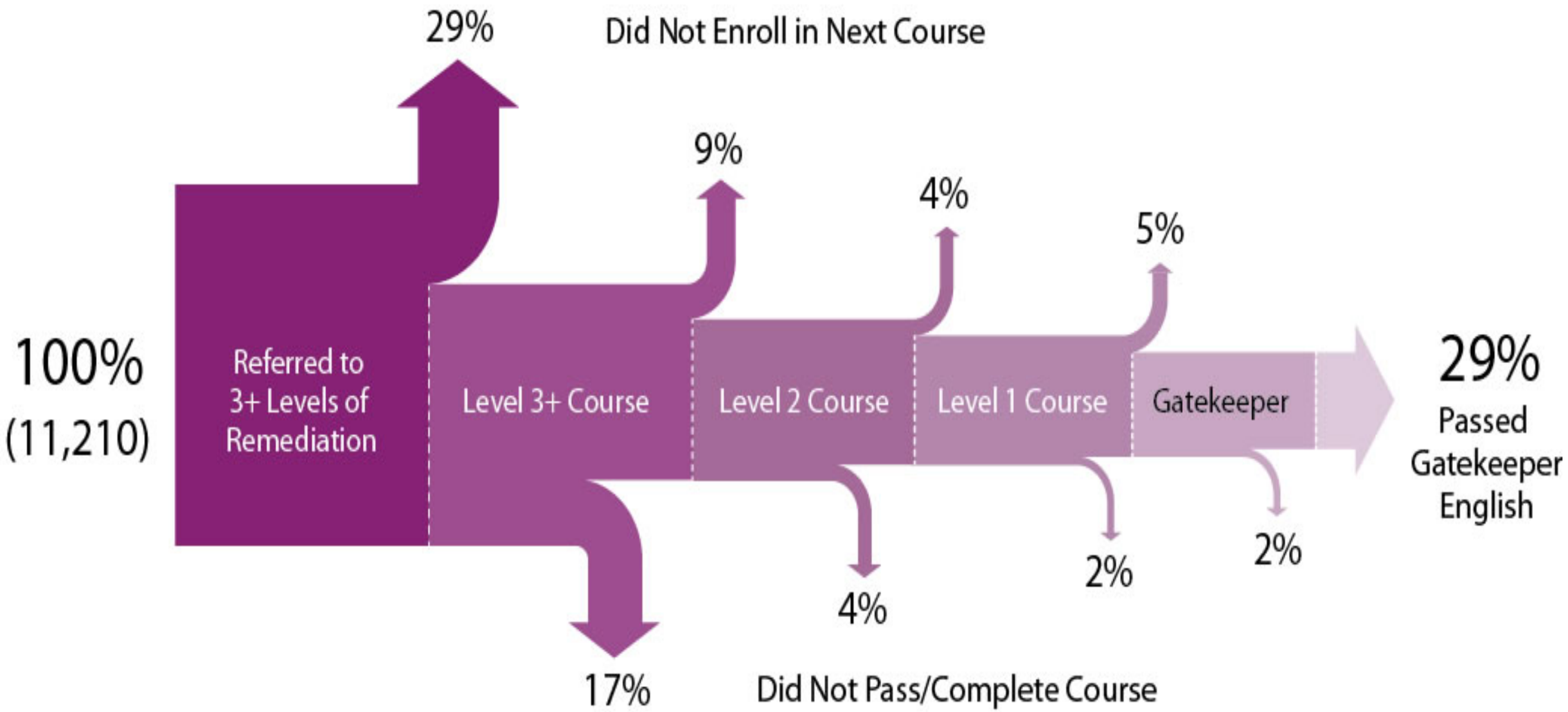
Student Progression Through the Developmental Math Sequence[21]



Source: CCRC

Dev Ed Sorting System

Student Progression Through the Developmental Reading Sequence[22]

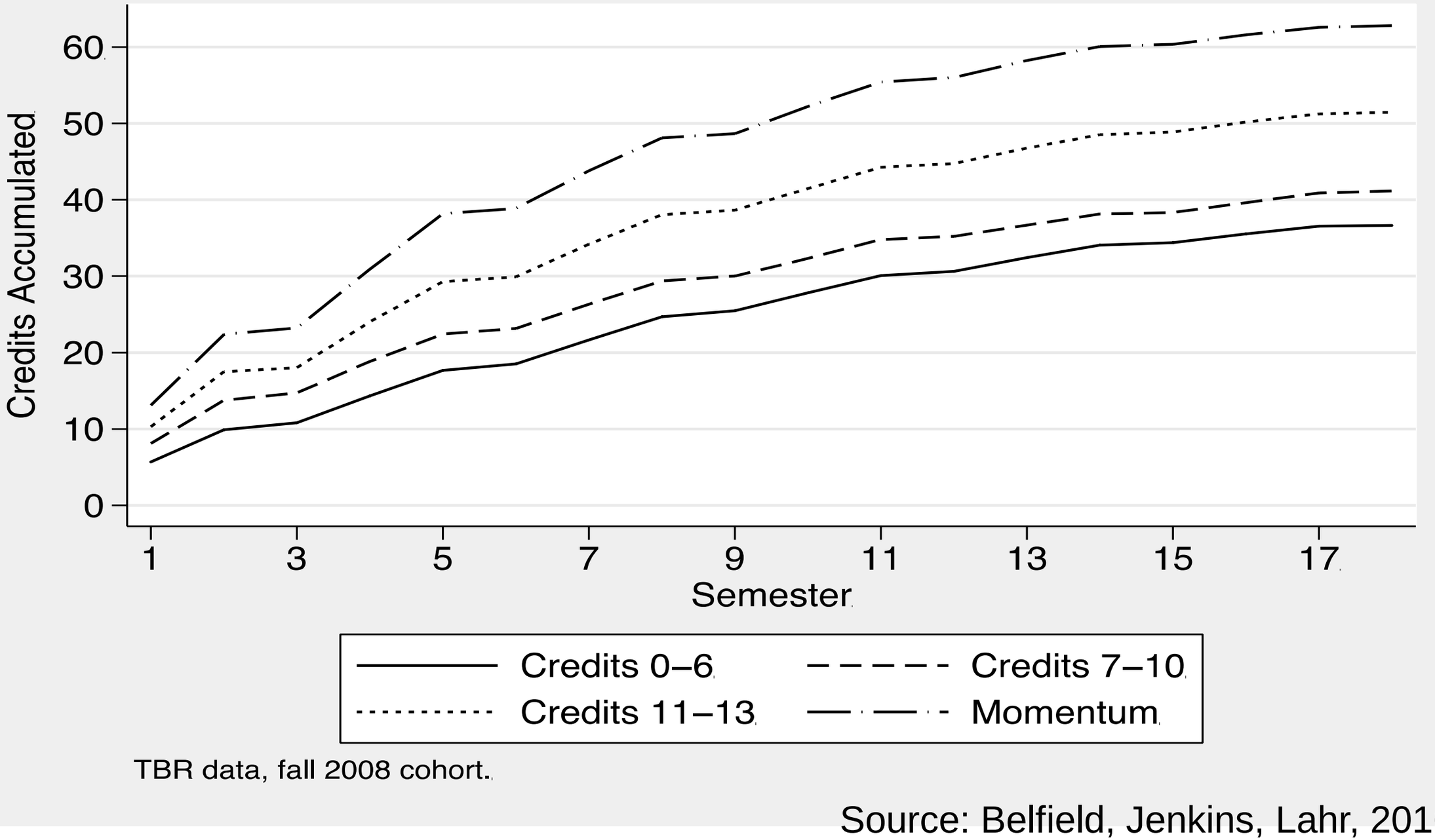


Source: CCRC

Momentum Works for CC Students

Figure 1. Credits Accumulated by Semester

Community College Students



TBR data, fall 2008 cohort.

Source: Belfield, Jenkins, Lahr, 2016.

Momentum Works for CC Students

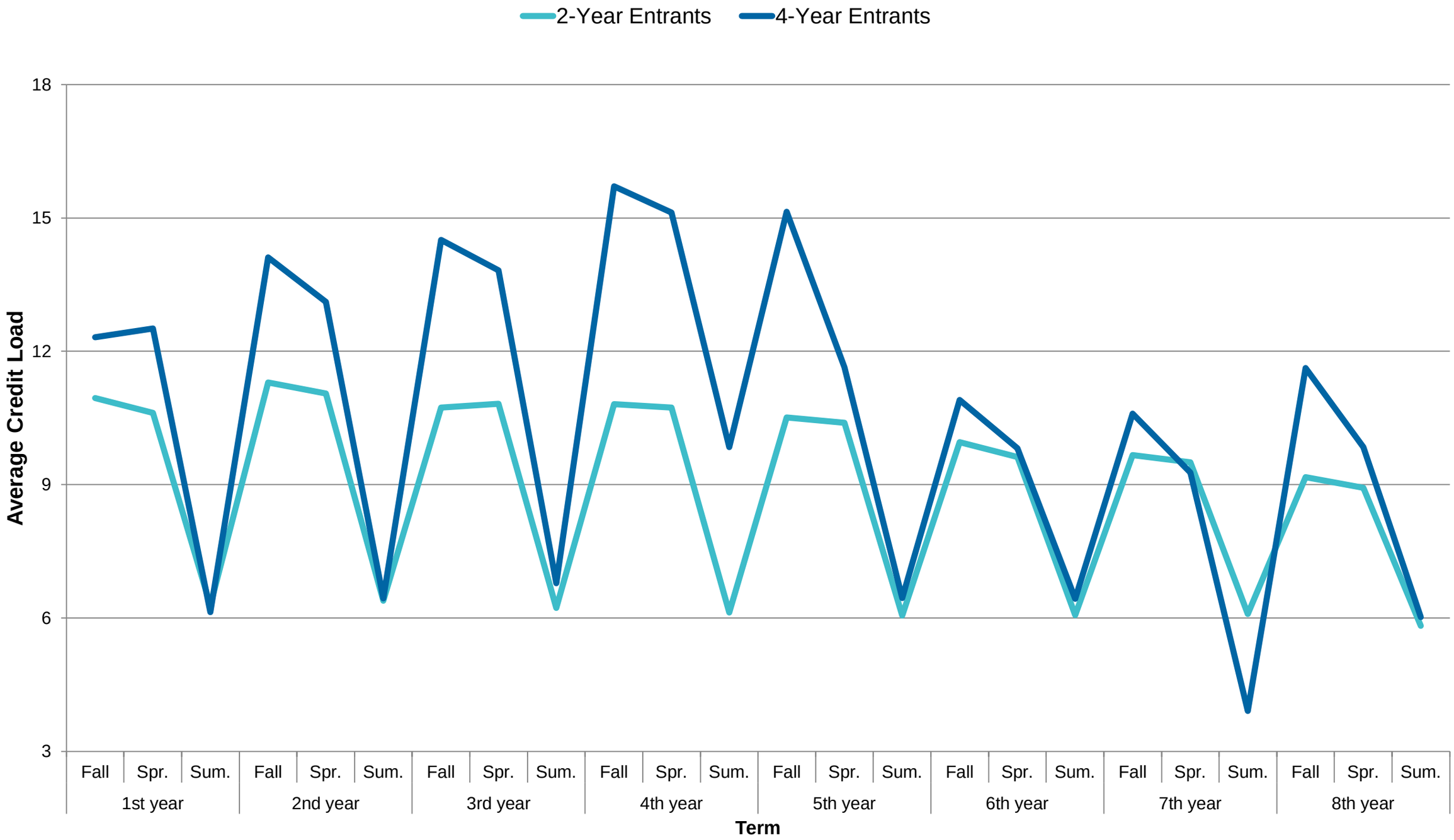
Effects* of Momentum on Six-Year Outcomes
Tennessee Community Colleges, FTEIC Fall 2008 Cohort

	1st semester momentum	1st year momentum
Additional credits earned	8	22
Probability of degree attainment	7pp (27% vs. 34%)	18pp (25% vs. 43%)
Tuition and fees per degree	-9%	-20%
Expenditures per degree	-9%	-14%
Tuition and fees avg.	+$620	+$1,740

*Adjusted results, controlling for student characteristics

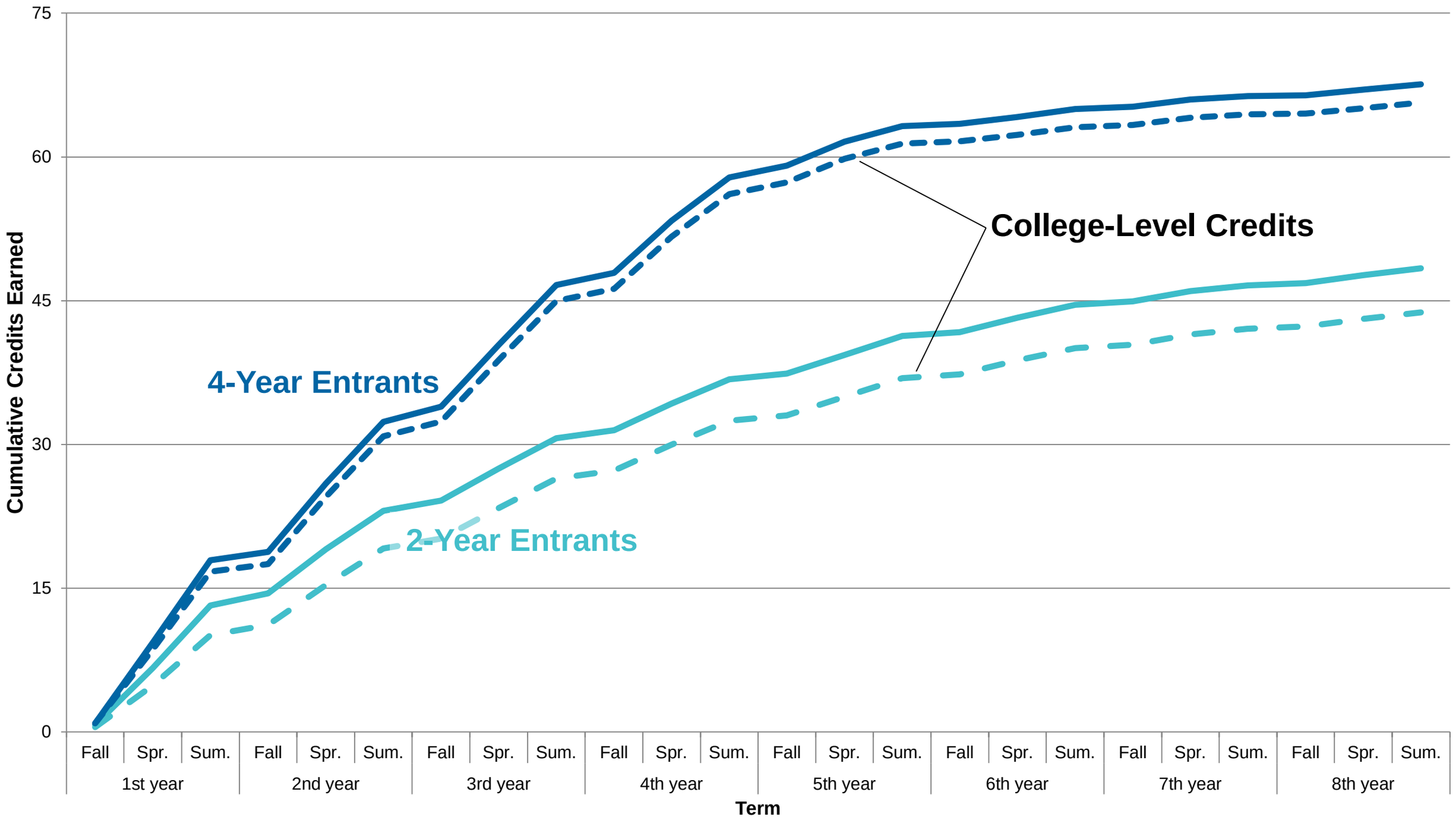
Source: Belfield, Jenkins, Lahr, 2016.

VA Fall 2004 Matched 2- and 4-Year FTIC Students Average Credit Load by Term



Source: Xu, Jaggars, & Fletcher, 2016.

VA Fall 2004 Matched 2- and 4-Year FTIC Students Cumulative Credits Earned by Term



Source: Xu, Jaggars, & Fletcher, 2016.

Credits and Time to Degree
VA Fall 2004 FTIC Cohort, BA

	Matched Samples	
	2-Year Entrants	4-Year Entrants
Number of credits (any type)	136	126
Number of college-level credits	133	125
Number of Semesters	15	13

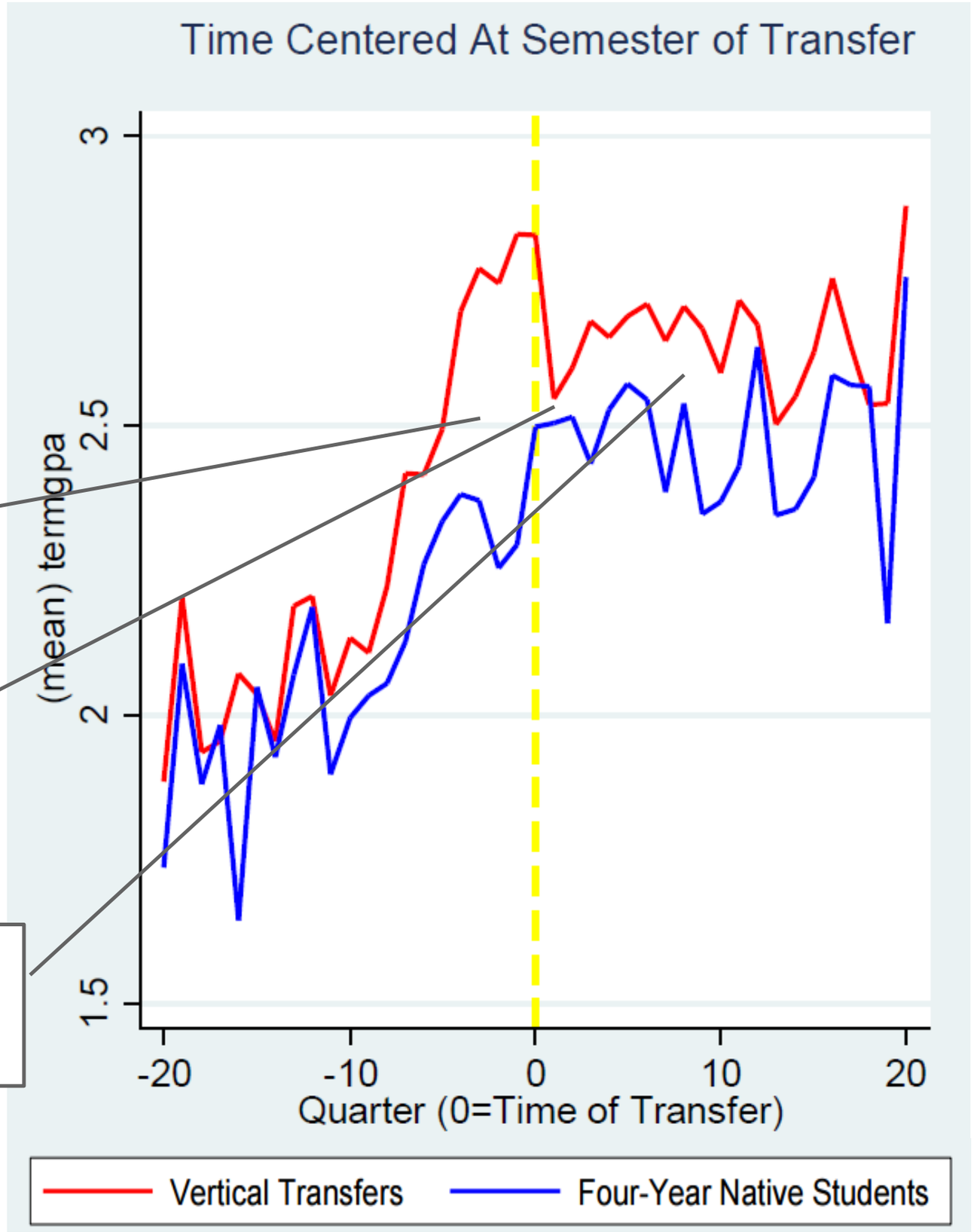
Source: Xu, Jaggars, & Fletcher, 2016, Table 10.

Term-by-Term Fluctuations in GPA Among Transfers and Matched Native Students

Transfer student community college GPAs pre-transfer much higher than matched sample of 4-Year Entrants

"Transfer Shock" initial drop in GPA; still higher than matched sample of 4-Year Entrants

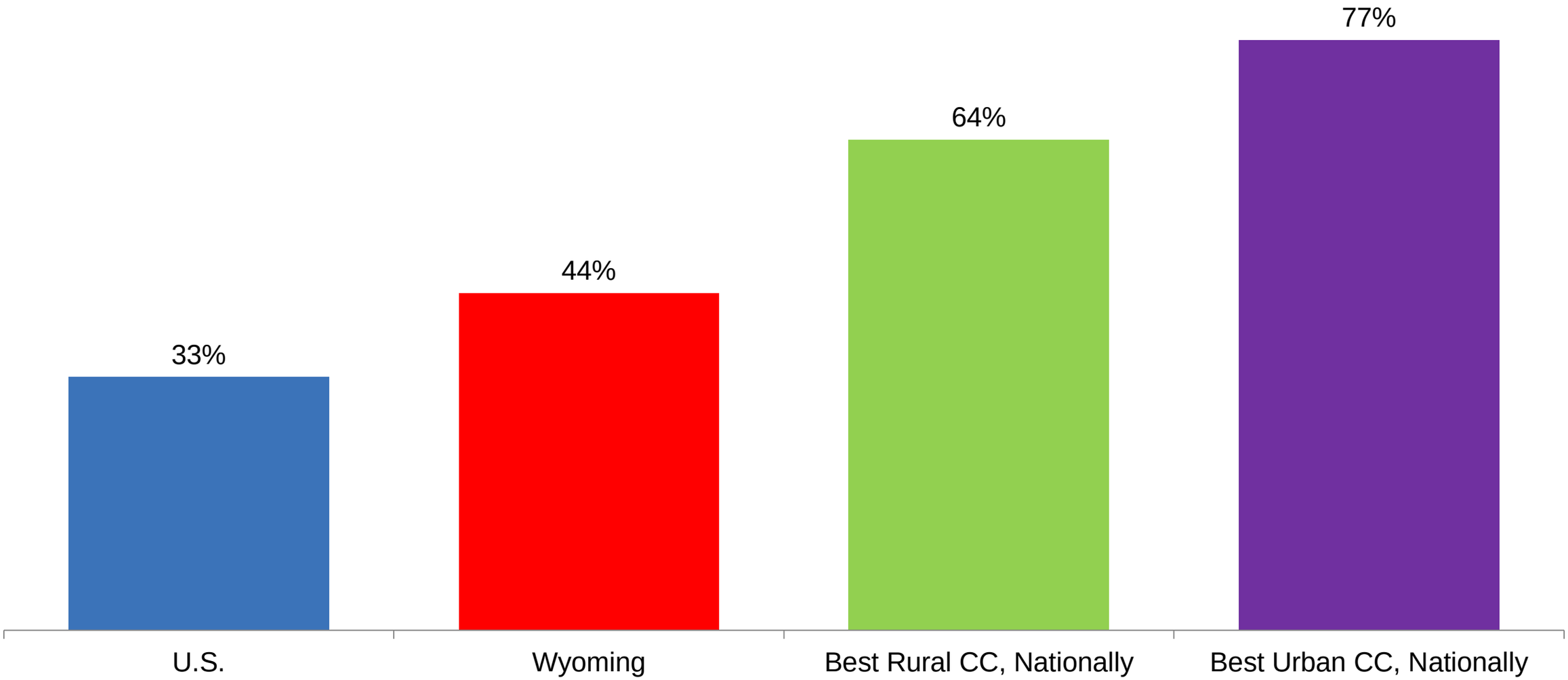
Transfer Student GPA consistently higher than matched sample of 4-Year Entrants



Source: Xu, Jaggars, & Fletcher, 2016, Figure 4.

Wyoming Transfer Outcomes

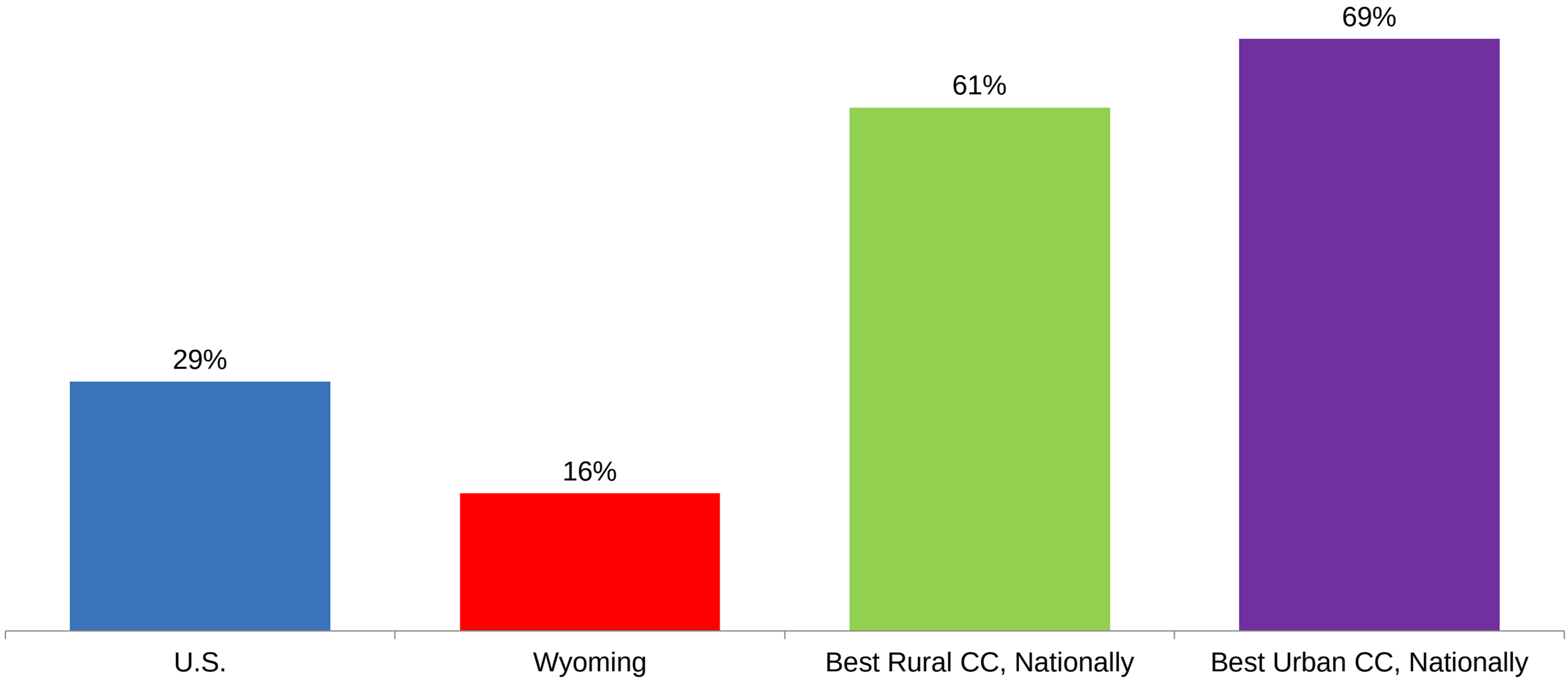
NSC Fall 2007 FTEIC Community College Cohort
6-Year Transfer-Out Rate



Source: Jenkins & Fink 2016.

Wyoming Transfer Outcomes

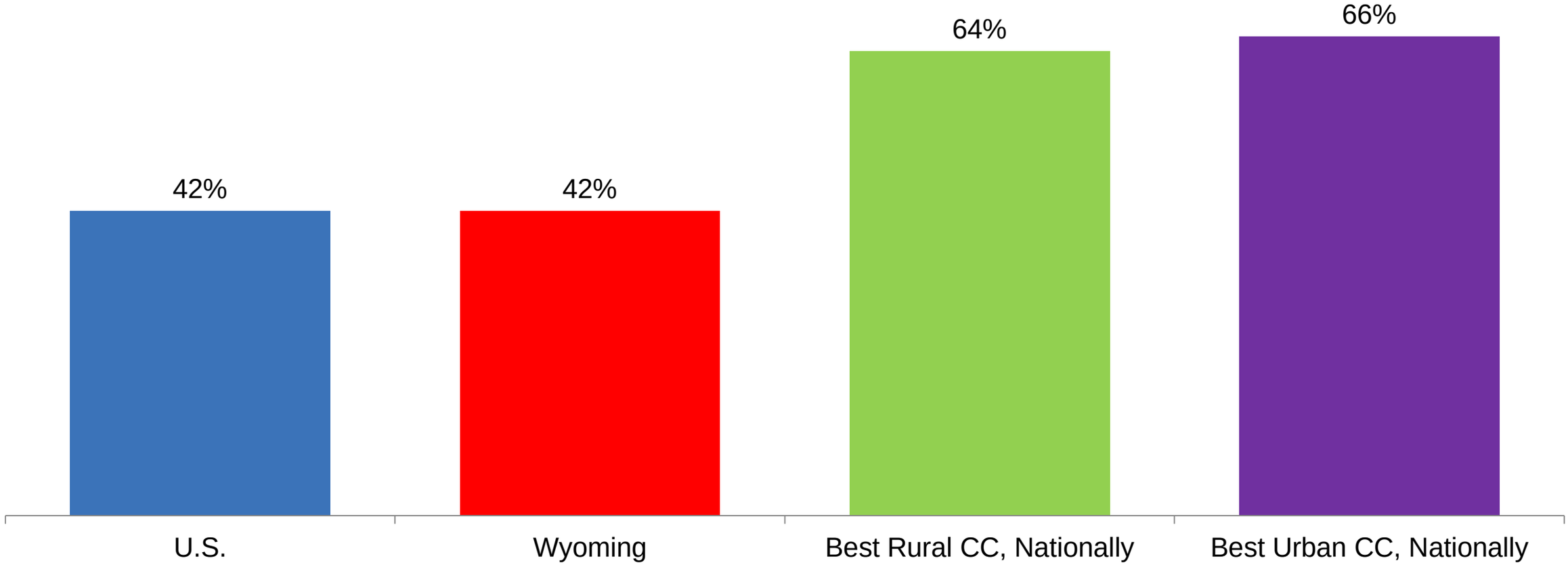
NSC Fall 2007 FTEIC Community College Cohort
6-Year Transfer-with-Award Rate



Source: Jenkins & Fink 2016.

Wyoming Transfer Outcomes

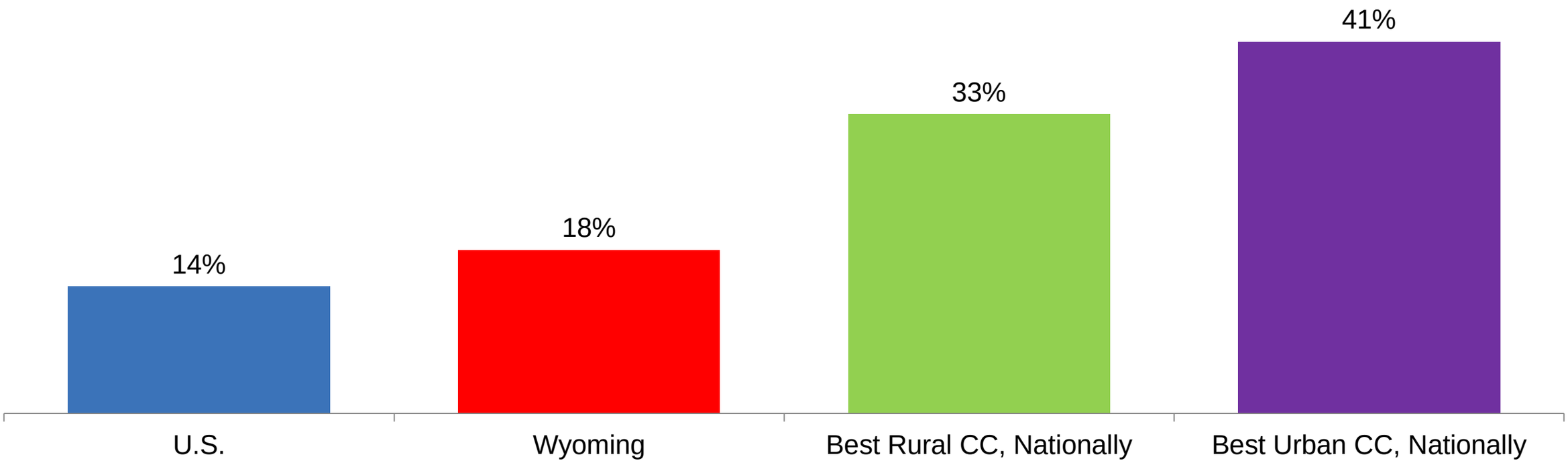
NSC Fall 2007 FTEIC Community College Cohort
6-Year Transfer-out Bachelor's Completion Rate



Source: Jenkins & Fink 2016.

Wyoming Transfer Outcomes

NSC Fall 2007 FTEIC Community College Cohort
6-Year Cohort Bachelor's Completion Rate



Source: Jenkins & Fink 2016.

Redesigning America's Community Colleges

Thomas R. Bailey

Shanna Smith Jaggars

Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS

Cafeteria College

Paths to career goals unclear

+

Intake sorts, diverts students

+

Students' progress not monitored

+

Learning outcomes not defined and assessed across programs

=

↑ *Churning*

↑ *Early transfer*

↓ *Completion*

↑ *Excess credits*

↑ *Time to degree*

↓ *Skill building*

Guided Pathways College

Clear roadmaps to career goals

+

Intake redesigned as an on-ramp

+

Students' progress closely tracked

+

Learning outcomes/assessments aligned across programs

=

↓ *Churning*

↓ *Early transfer*

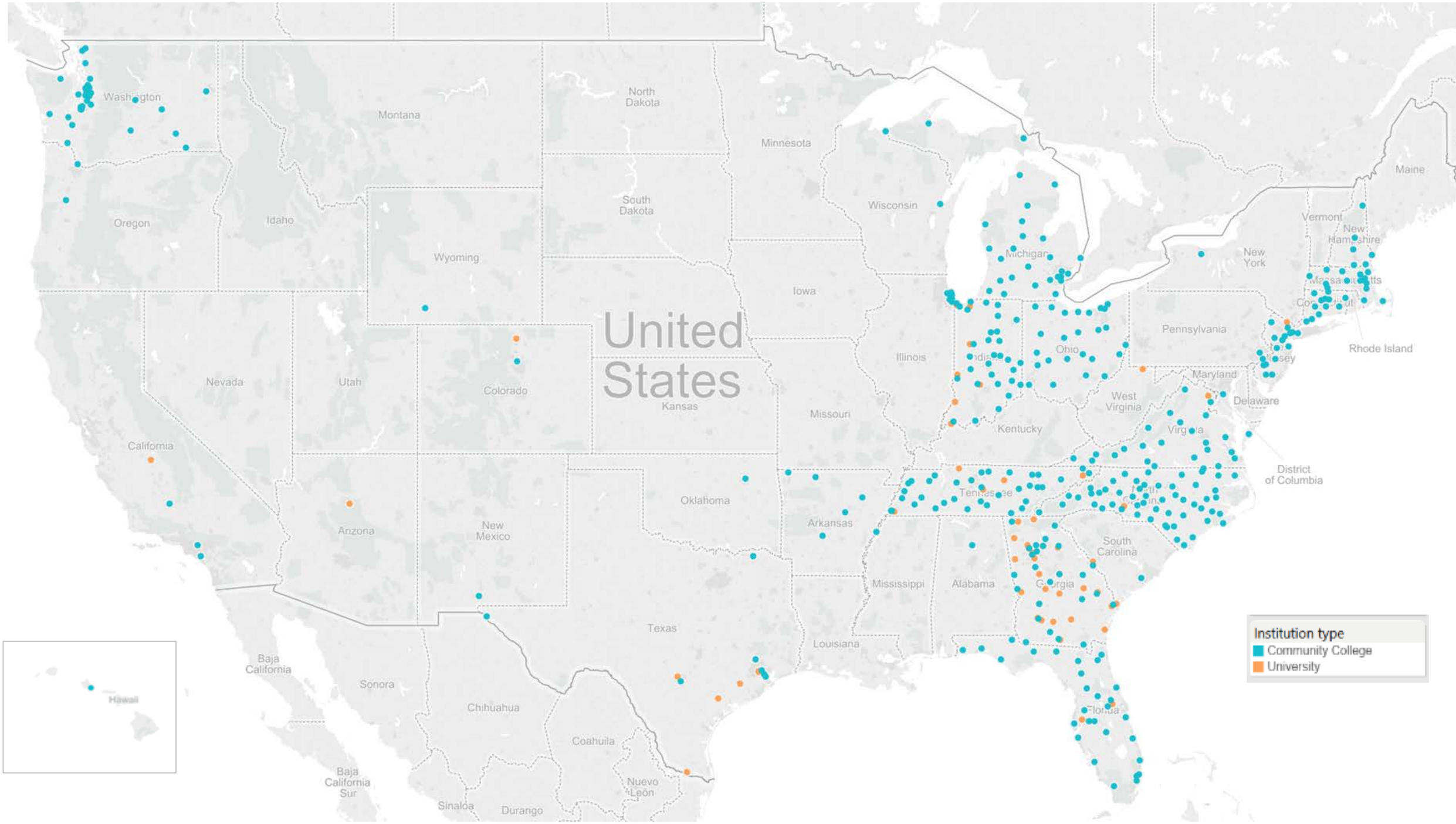
↑ *Completion*

↓ *Excess credits*

↓ *Time to degree*

↑ *Skill building*

A National Movement



CAREER + ACADEMIC

COMMUNITIES

at St. Petersburg College

Start your journey today! Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to **spcollege.edu**

* *SPC's Honors Program and Global Citizen Distinction options are also available through the Career and Academic Communities.*

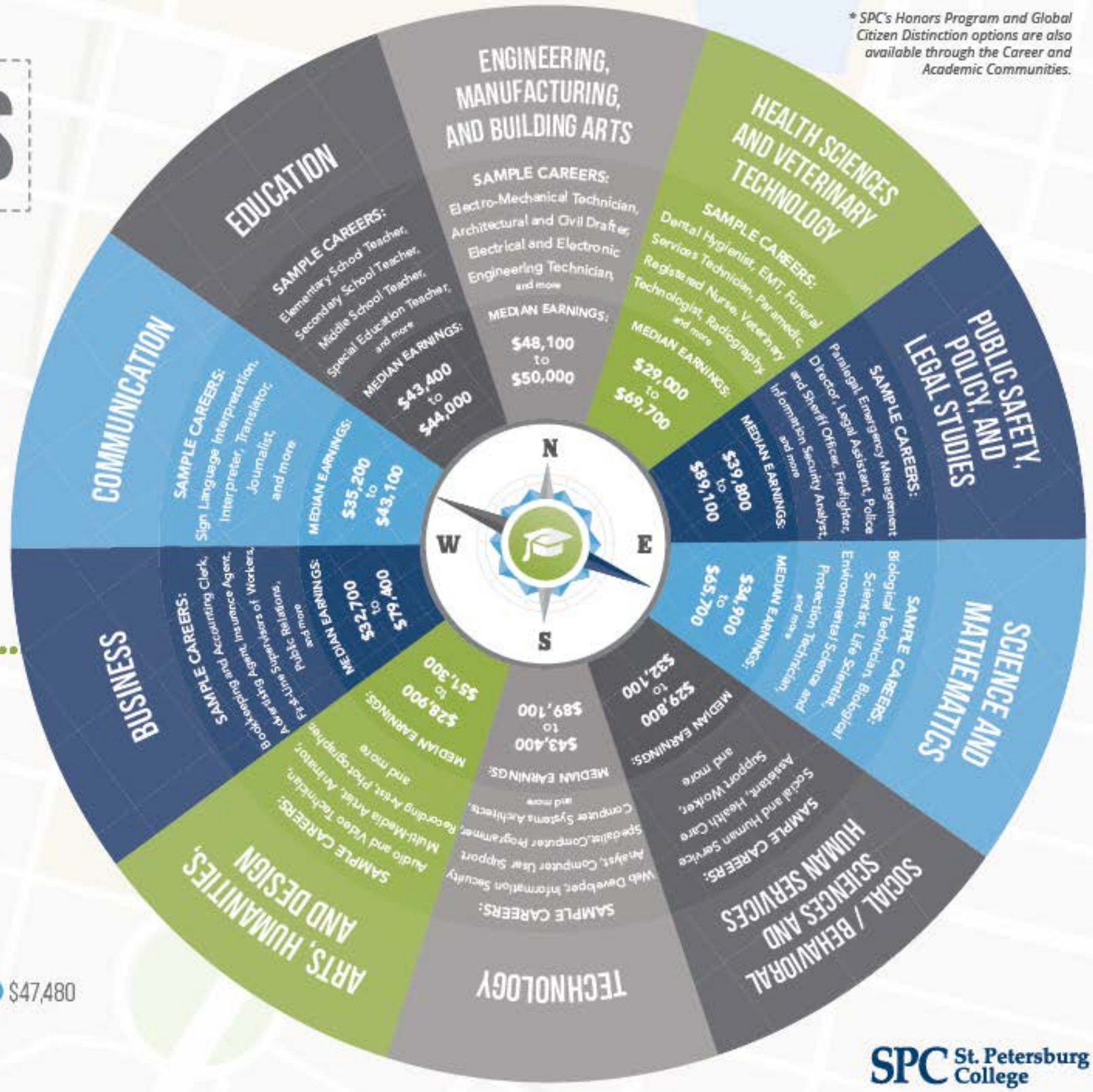
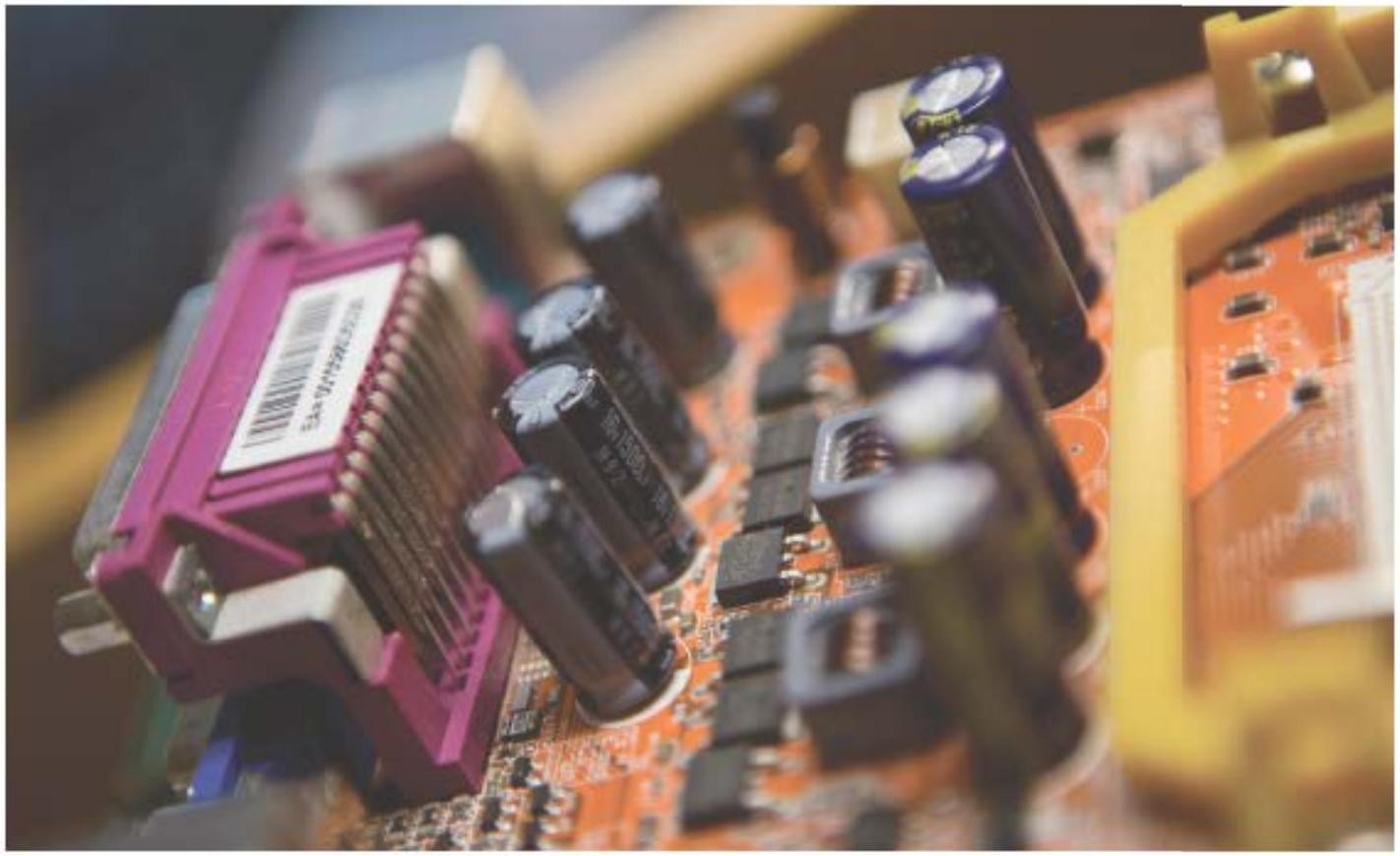


CHART YOUR PATH
BUILD YOUR FUTURE

MEDIAN FIRST-YEAR EARNINGS
(AFTER GRADUATION)

SPC St. Petersburg College



TECHNOLOGY
DEGREES AND PROGRAMS

BACHELOR'S DEGREES
Technology Development and Management

ASSOCIATE IN ARTS TRANSFER PLAN
Information Systems Management

ASSOCIATE IN SCIENCE
Computer Information Technology
Cybersecurity
Computer Networking
Computer Programming and Analysis
Web Development

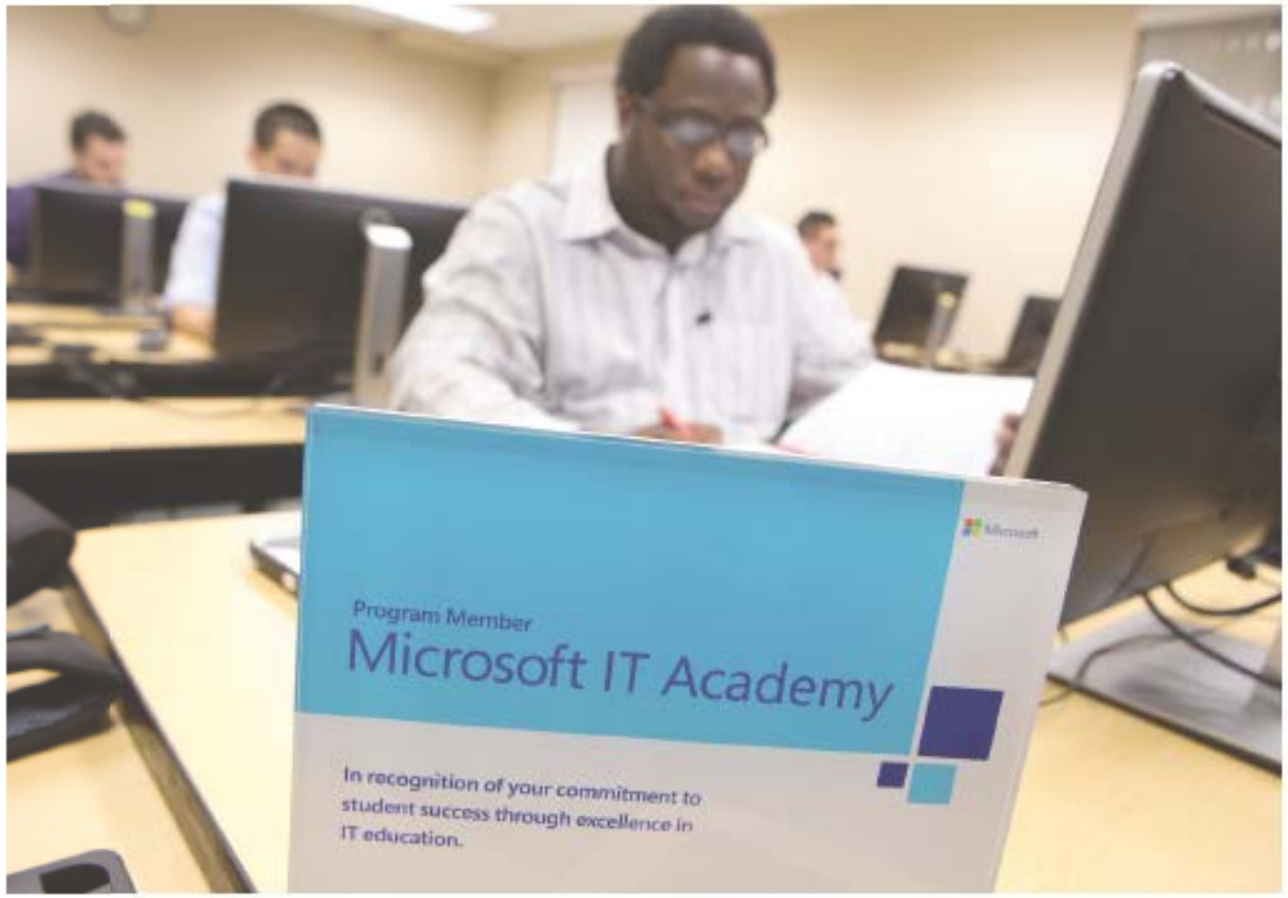
CERTIFICATES
Help Desk Support Specialist
Cybersecurity
Computer Support
Cisco Certified Network Associate
Linux System Administrator
Microsoft Certified Solutions Associate
Computer Programmer
Computer Programming Specialist
Web Development Specialist

TECHNOLOGY CAREER OUTLOOK

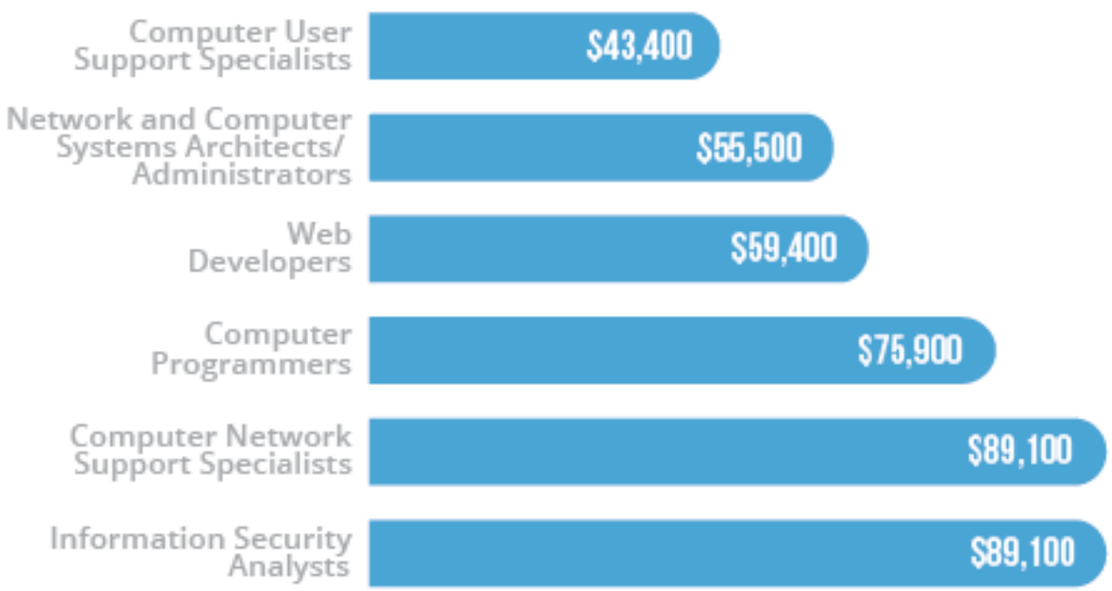
Employment for computer and information technology occupations is projected to grow 12% nationally through 2024, faster than the average for all occupations. These occupations will add about 488,500 new jobs to the economy, for a total of 4.4 million jobs.

Occupations with the highest expected growth in Florida include computer systems analysts, software application developers and computer user support specialists. Best of all, you can train for all of these careers at SPC.

The median annual wage for computer and information technology occupations was $79,390 in May 2014, which was higher than the median annual wage for all occupations of $35,540.



MEDIAN SALARY IN TAMPA BAY AREA



AWARD-WINNING

The Tampa Bay Technology Forum (TBTF) recently named a collaborative career development program called the Exploratory Lab Boot Camp as Best Student Program of the Year for 2015. The free, 70-hour program is a joint venture between St. Petersburg College, the University of South Florida St. Petersburg, TechData, Valpak, Agile Thought and TBTF. Among the 43 graduates who took part, 78% of them were hired as interns or new employees by Tech Data, Agile Thought, Raymond James, Ernst & Young and a local start-up.

Sources: U.S. Bureau of Labor Statistics and Florida Agency for Workforce Innovation, Florida Education and Training Placement Information Program (FETPIP) Follow-Up Report and SPC Recent Alumni Survey. Information as of March 2016.

spcollege.edu/apply

ACADEMIC PATHWAY

Computer Networking Associate in Science Degree

Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req.	Options Avail.
1	CGS 1070	Basic Computer and Information Literacy	1	Gen Ed	F, Sp, Su		Y
2	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp, Su		Y
3	COP 1000	Introduction to Computer Programming	3	Core [1,2]	F, Sp, Su		
4	MAT 1033	Intermediate Algebra	3	PreReq	F, Sp, Su		
5	CET 1171C	Computer Repair Essentials	3	Core [1,2,4]	F, Sp, Su		
6	MAC 1105	College Algebra	3	Gen Ed	F, Sp, Su	Y	
7	CNT 1000	Local Area Network Concepts	3	Subplan [1,2,3]	F, Sp, Su	Y	
8	CET 1172C	Computer Support Technician	3	Core [1,4]	F, Sp, Su		
	PREPARATION FOR COMPTIA A+ INDUSTRY CERTIFICATION COMPLETED						
9	ENC 1101	Composition I	3	Gen Ed	F, Sp, Su		Y
10	SPC 1065	Business and Professional Speaking	3	Gen Ed	F, Sp, Su		Y
11	CTS 1327	Configuring and Administering MS Windows Client	3	Subplan [1,2,3]	F, Sp, Su		
12	CTS 1328	Installing and Configuring Windows Server	3	Subplan [1,3]	F, Sp, Su	Y	
13	CTS 2106	Fundamentals of the Linux/Unix Operating Environment	3	Subplan [1,2,3]	F, Sp, Su	Y	
	COMPUTER SUPPORT CERTIFICATE COMPLETED						
14	POS 2041	American National Government	3	Gen Ed	F, Sp, Su		Y
15	CTS 2321	Linux System Administration I	3	Subplan[2]	F, Sp	Y	
16	CTS 2322	Linux System Administration II	3	Subplan[2]	F, Sp	Y	
	LINUX SYSTEM ADMINISTRATOR CERTIFICATE COMPLETED						
17	HUM 2270	Humanities (East-West Synthesis)	3	Gen Ed	F, Sp, Su		Y
18	CTS 1334	Administering Windows Servers	3	Subplan [3]	F, Sp	Y	
19	CTS 1303	Configuring Advanced Windows Server Services	3	Subplan [3]	F, Sp	Y	
	MICROSOFT CERTIFIED IT PROFESSIONAL: SERVER ADMINISTRATOR CERTIFICATE COMPLETED						
20	CIS 2321	Systems Analysis and Design	3	Core	F, Sp, Su	Y	
21	CTS 1411	Fundamentals of Information Storage and Management	3	Core	F, Sp	Y	
22	CTS 2370	Configuring and Managing Virtualization	3	Core	F, Sp	Y	
23	CNT 2940	Computer Networking Internship	3	Core	F, Sp, Su		

Total program credits: 67

(Includes MAT 1033 & Computer Competency)

[1] Part of Computer Support Certificate
[2] Part of Linux System Administrator Certificate
[3] Part of Microsoft Certified IT Professional: Server Administrator Certificate
[4] Preparation Course for CompTia A+ Industry Certification

Term Offered: **F** - Fall | **SP** - Spring | **SU** - Summer | *Type of Course:* **Core** - Required for the Program | **Elective** - Options based upon personal interest | **Gen Ed** - General Education | **PreReq** - Prerequisite | **Subplan** - Specific to a particular degree option

Show Students Their Path

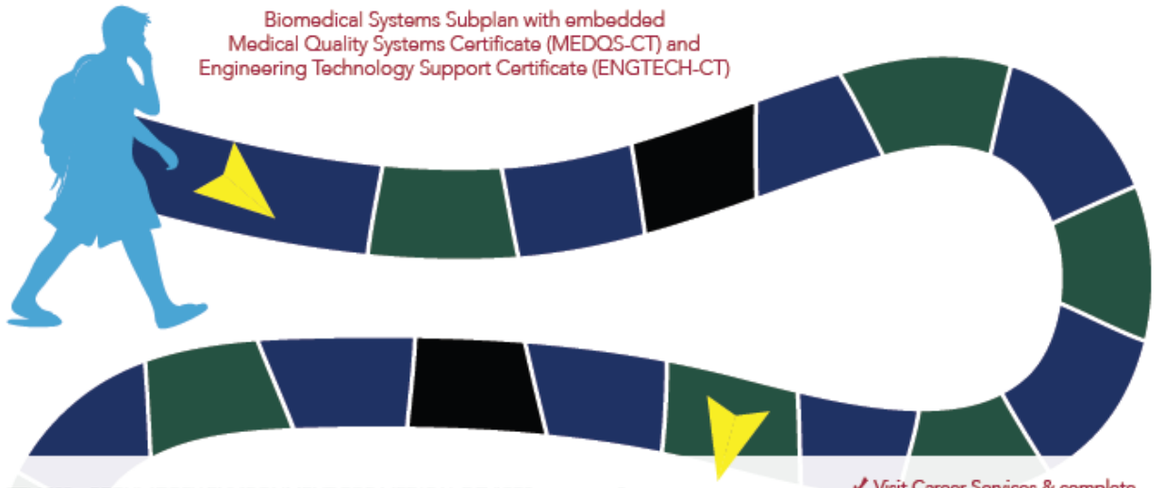
SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

Your pathway to success

Follow this checklist to set and achieve clear career goals

Engineering Technology A.S. (ENG-AS)

Biomedical Systems Subplan with embedded
Medical Quality Systems Certificate (MEDQS-CT) and
Engineering Technology Support Certificate (ENGTECH-CT)



ETI 1030	REGULATORY ENVIRONMENT FOR MEDICAL DEVICES	3
ETI 2031	RISK MANAGEMENT AND ASSESSMENT FOR MEDICAL DEVICE	3
ETI 2032	CHANGE CONTROL AND DOCUMENTATION	3
ETI 2171	QUALITY AUDITING FOR MEDICAL DEVICES	3
CGS 1070	BASIC COMPUTER AND INFORMATION LITERACY	1
ENC 1101	COMPOSITION I	3

0 TO 15 CREDITS

- ✓ Visit Career Services & complete assessments
- ✓ Discover careers & research (using BLS & ONET)
- ✓ Explore degree options & requirements
- ✓ Work with Academic Advising to create a MLP
- ✓ Familiarize yourself with MySPC, MyCourses & SPC Email
- ✓ Volunteer & join Student Government or a club
- ✓ Start a basic resume
- ✓ Locate scholarship opportunities

ETI 1701	INDUSTRIAL SAFETY	3
ETI 2041*	MEDICAL DEVICE DESIGN AND MANUFACTURING	3
ETI 1622	CONCEPTS OF LEAN AND SIX SIGMA	3
MAT 1033	INTERMEDIATE ALGEBRA	3
MAC 1105	COLLEGE ALGEBRA	3

16 TO 30 CREDITS

- ✓ Confirm degree plan matches career goals
- ✓ Modify My Learning Plan (MLP) if necessary
- ✓ Add Volunteer Activities & Clubs to resume
- ✓ A.S. Programs: Attend events related to program & prepare for industry certifications & exams
- ✓ A.A. Program: Determine transfer institution
- ✓ Make an advising appointment
- ✓ Visit Career Services to discuss work based learning opportunities

SPC St. Petersburg College

Your pathway to success

ETI 1420	MANUFACTURING PROCESSES AND MATERIALS I	3
ETI 1628	DEVELOPING & COACHING SELF-DIRECTED WORK TEAMS	3
EET 2949	CO-OP WORK EXPERIENCE	3
EET 1084C	INTRODUCTION TO ELECTRONICS	3
ETI 1110	INTRODUCTION TO QUALITY ASSURANCE	3

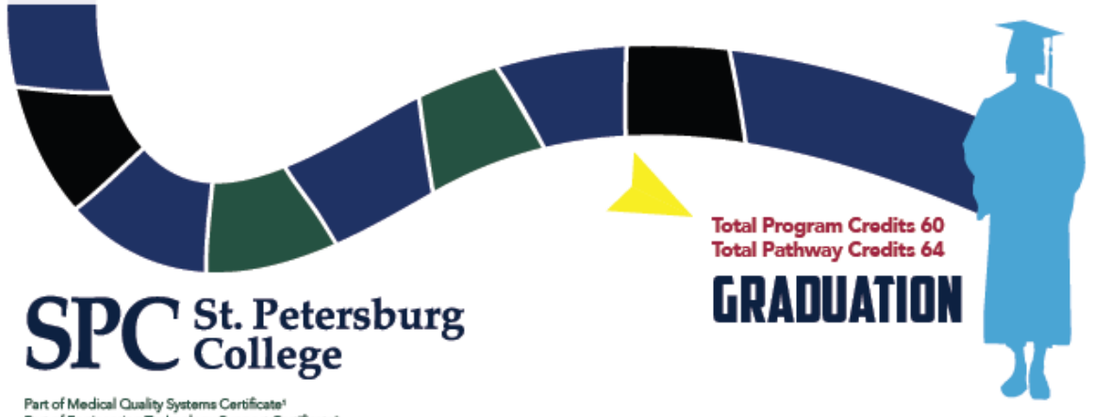
31 TO 45 CREDITS

- ✓ Gain experience in your field (volunteer/internships)
- ✓ Build relationships and practice interviewing
- ✓ Create LinkedIn Profile & clean up your online presence
- ✓ Complete all required courses for credit internship
- ✓ Make plans for transfer or continuing at SPC
- ✓ Complete degree audit with an advisor
- ✓ Update My Learning Plan and resume

SPC 1017	INTRODUCTION TO SPEECH COMMUNICATION	3
PHI 1600	STUDIES IN APPLIED ETHICS	3
ETM 1010C	MECHANICAL MEASUREMENT AND INSTRUMENTATION	3
ETD 1320C**	INTRODUCTION TO CAD	3
POS 2041	AMERICAN NATIONAL GOVERNMENT	3
HUM 2270	HUMANITIES (EAST-WEST SYNTHESIS)	3

46 TO 60 CREDITS

- ✓ Research jobs & companies
- ✓ Get references/letters of recommendation
- ✓ Complete a graduation check with advisor
- ✓ Finalize plans for transfer or continuing with SPC
- ✓ Apply for graduation & order your cap and gown



Total Program Credits: 60
Total Pathway Credits: 64

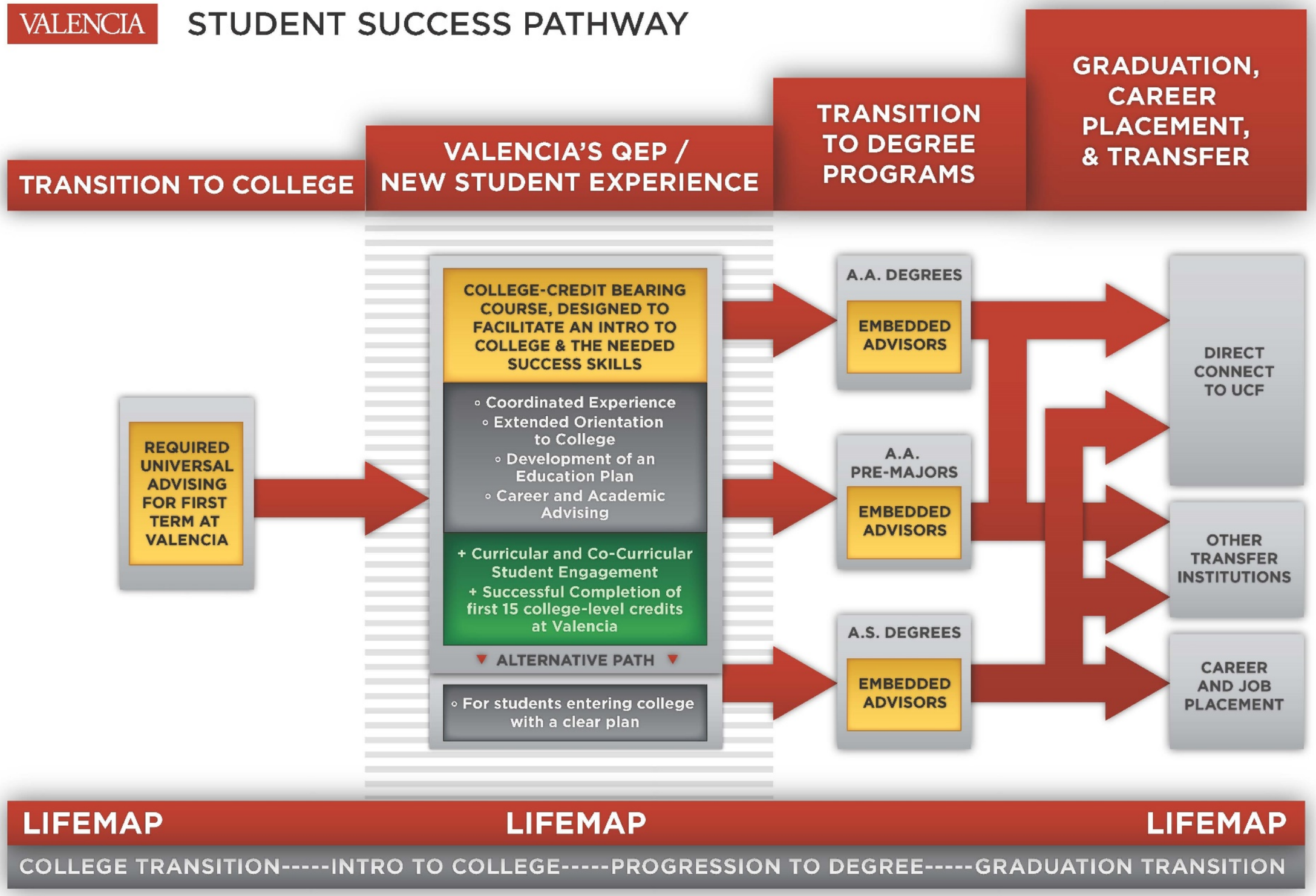
GRADUATION

SPC St. Petersburg College

Part of Medical Quality Systems Certificate[1]
Part of Engineering Technology Support Certificate[2]
Denotes last course required for Medical Quality Systems Certificate*
Denotes last course required for Engineering Technology Support Certificate**

spcollege.edu/careerservices | Twitter #careerspc

The New Student Experience



The New Student Experience

MY Education Plan

Extended Orientation to College

Starting a habit that will continue

Start Right

ADVISING
career & academic advising

CURRICULAR
new student experience course

CO-CURRICULAR
college success skills certificate

COMPLETION
of first 18 hours of college-level courses

INTEGRATED STUDENT SUCCESS SKILLS

The 6Ps

The New Student Experience Student Learning Outcomes

Purpose: Students will create a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations.

Pathway: Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values.

Plan: Students will design an education plan that include goals for learning and a financial plan.

Preparation: Students will apply college success skills.

Personal Connection: Students will demonstrate effective communication skills with diverse groups.

Place: Students will demonstrate awareness of college support systems.

Career/Major Interest Areas

Begin with your CAREER in mind…

Business and Entrepreneurship

Communication and Creative Arts

Culinary and Hospitality

Education

Engineering and Manufacturing

Health Care

Human and Social Services

Information Technologies

Sciences

Personal / Professional Development

Public Safety

Sports and Fitness

A-Z List of Programs

[Click on Health Care]

Health Care

Many of today's hottest careers are in the healthcare field, with career opportunities and personal satisfaction unmatched by other professions.

- **Nursing**
- **Clinical Lab Science**
- **Dental Hygiene**
- **Diagnostic Medical Sonography**
- **Medical Assisting**
- **Physical Therapist Asst.**
- **Radiologic Technology**
- **Respiratory Care**
- **Sports and Fitness**

Lorain County Community College's nursing program gets highest accreditation rating – The Morning Journal, April 2015

[Click to read the article]

[Click on Nursing]

Nursing

LCCC nursing programs provide an exceptional instructional, laboratory and clinical experience to prepare graduates for a career in nursing or to help working nurses advance in their career.

Associate Degree Nursing (RN)

LPN to RN (Access in Nursing)

Paramedic to RN

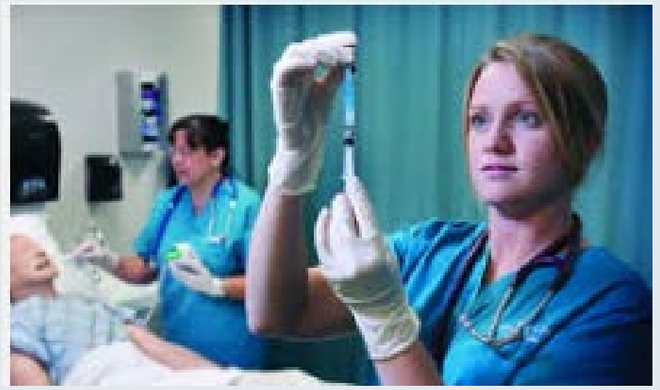
Practical Nursing

University Partnership

Bachelor of Science in Nursing

Master of Science in Nursing

"As a nurse, we have the opportunity to heal the heart, mind, soul and body of our patients, their families and ourselves. They may not remember your name but they will never forget the way you made them feel."
~Maya Angelou



[Click on Associate Degree Nursing]

Associate Degree Nursing

Become a Registered Nurse

(list job titles for someone who earns this specific credential)

Employment of registered nurses is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. – Bureau of Labor Statistics

Career Information

Curriculum Guide

Course Descriptions

Admission Requirements

Video

Apply

Schedule a Visit

Live Chat

Image

Save 80% of the cost

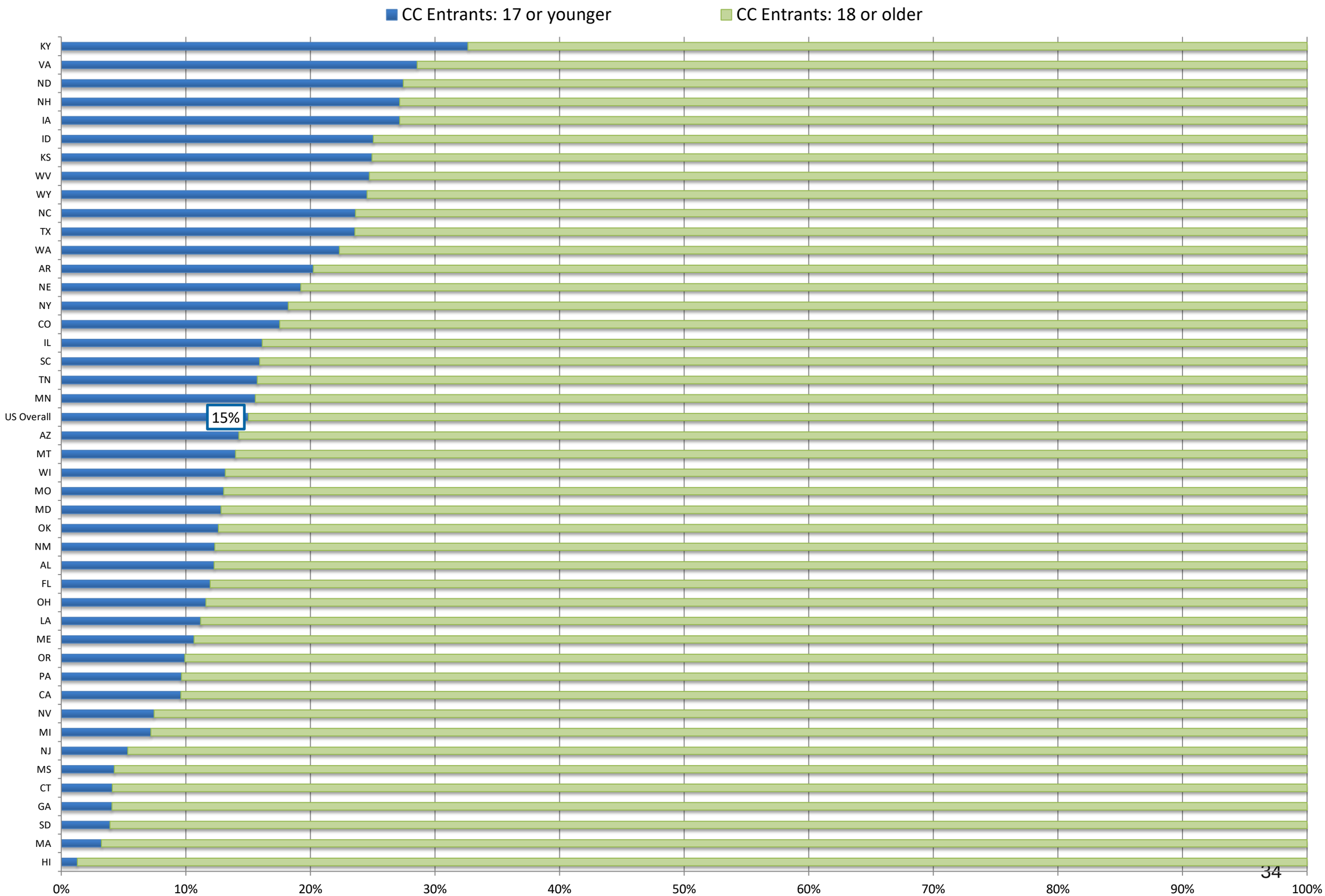
College/University	University Costs 4 Years With Room & Board	*Bachelor's Degree Completion Cost through MyUniversity*	Savings!
Ashland University B.S. in Education	$157,416	$32,798	**79%**
Bowling Green State University B.S. in Biology	$75,400	$11,745	**84%**
Cleveland State University B.A. in Psychology	$85,227	$12,525	**85%**
Hiram College B.A. in Accounting & Fin. Mgmt	$160,600	$24,554	**85%**
Kent State University Bachelor of Bus. Admin.	$77,408	$12,893	**83%**
University of Akron B.S. in Sport Studies	$80,578	$12,811	**84%**
University of Toledo B.S. in Computer Science & Eng.	$83,177	$15,726	**81%**

*** LCCC's in county tuition is $3,077 per year for a full-time student*

Percent savings based on Bachelor's Degree with LCCC's *MyUniversity* Guarantee versus all 4 years at the university rates and incurring room & board.

The University Partnership of Lorain County Community College

Percent of Community College Entrants who are in High School Dual Enrollment, by State



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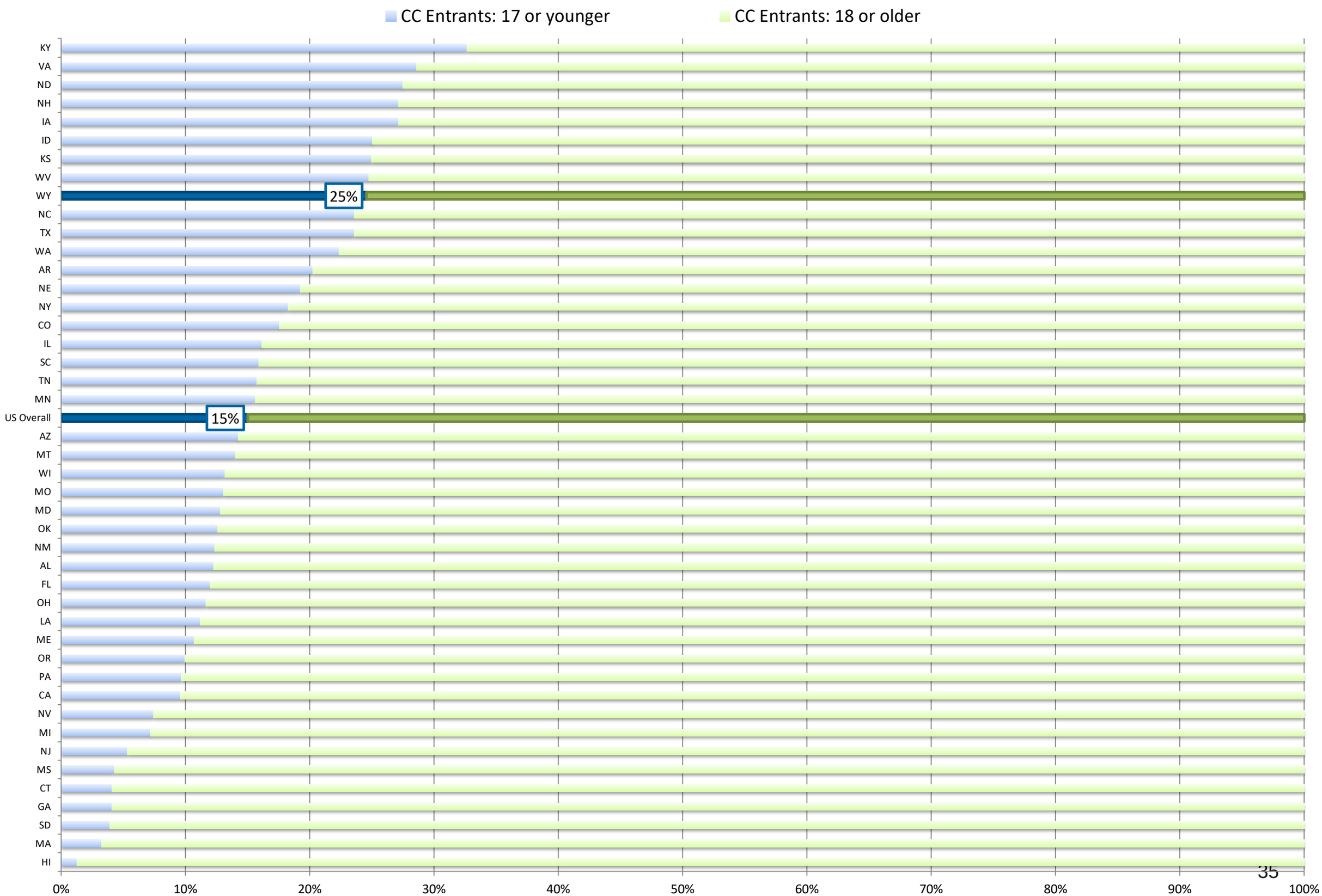
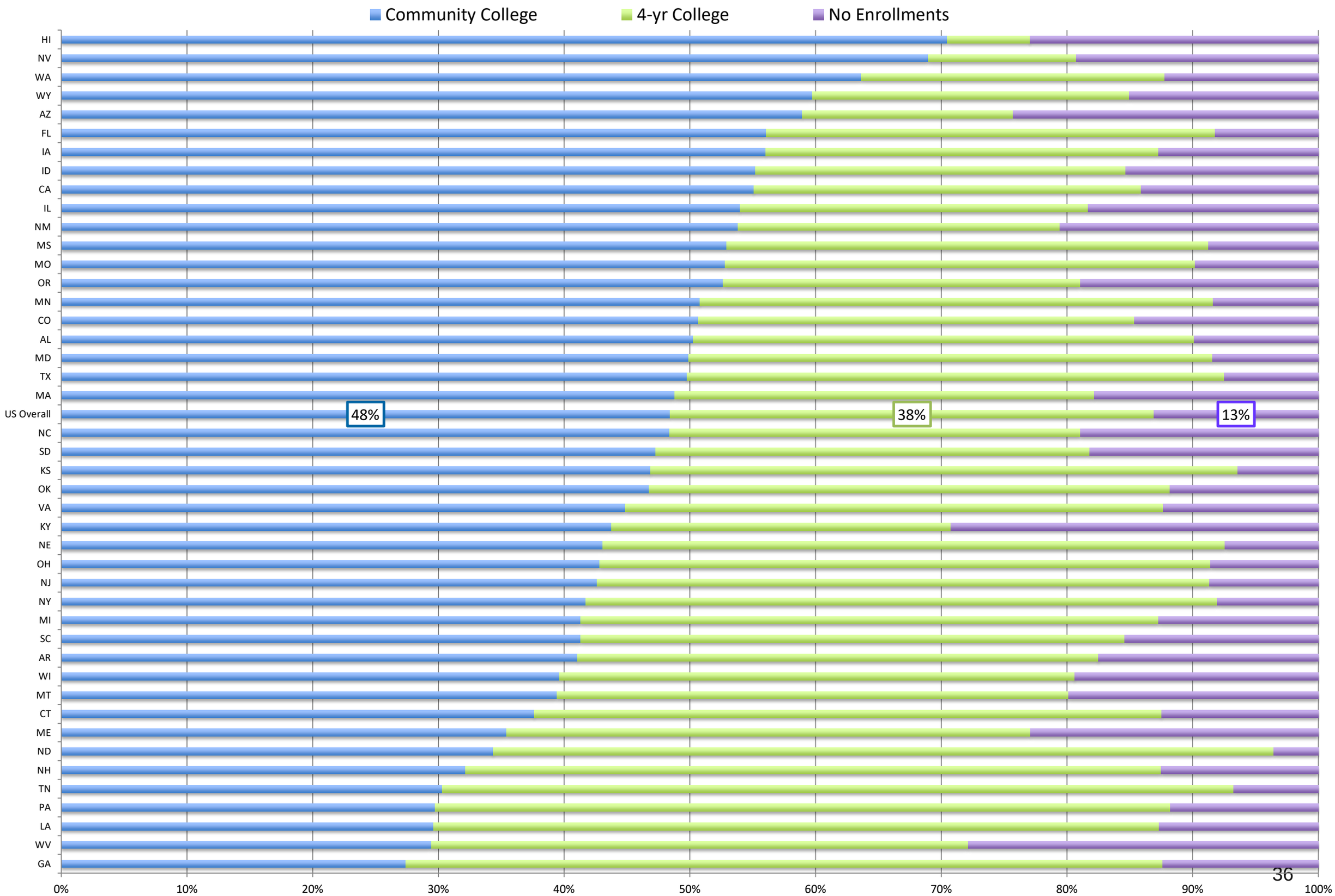


Former Dual Enrollment Students' First College Enrollments at Ages 18-20, by State



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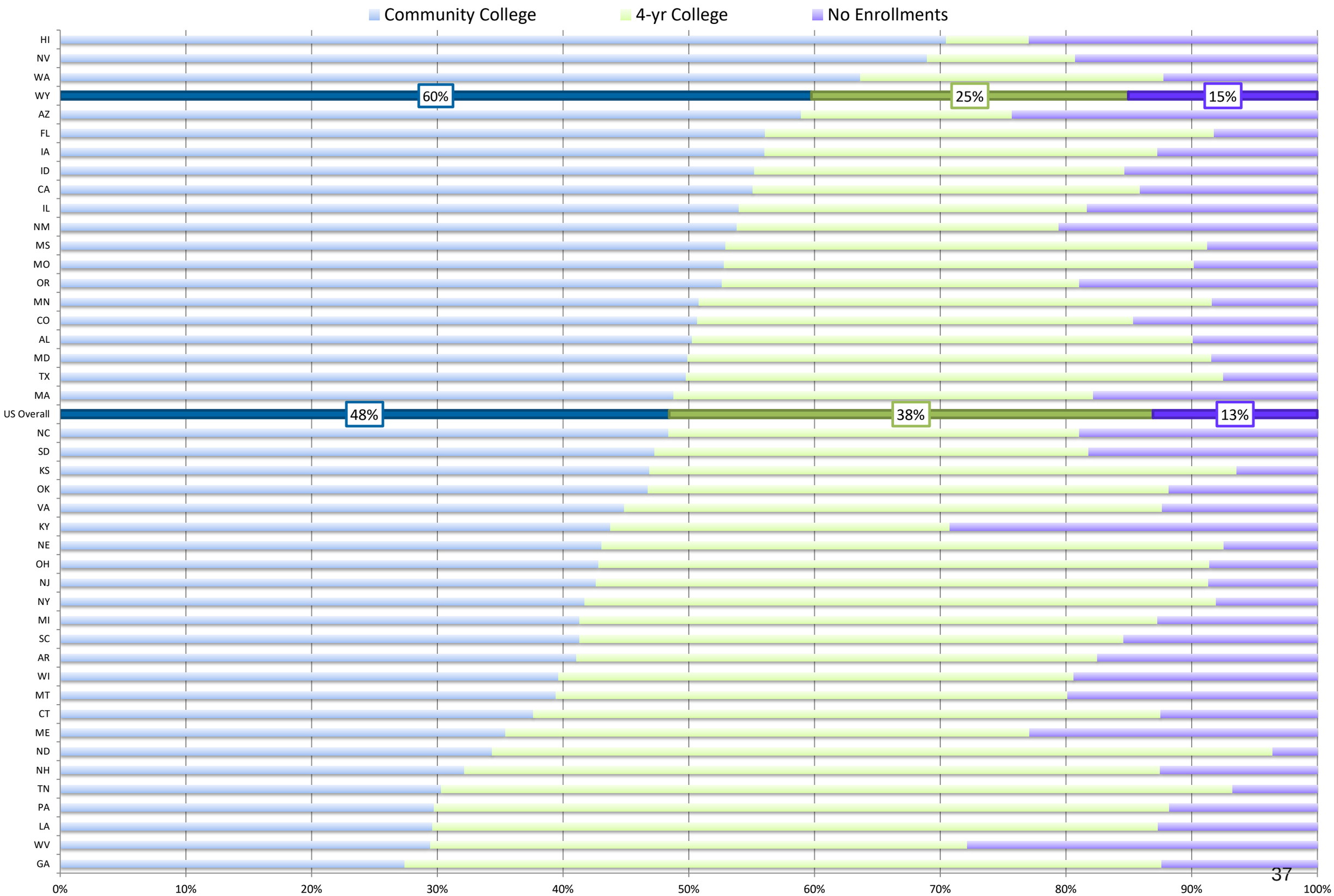
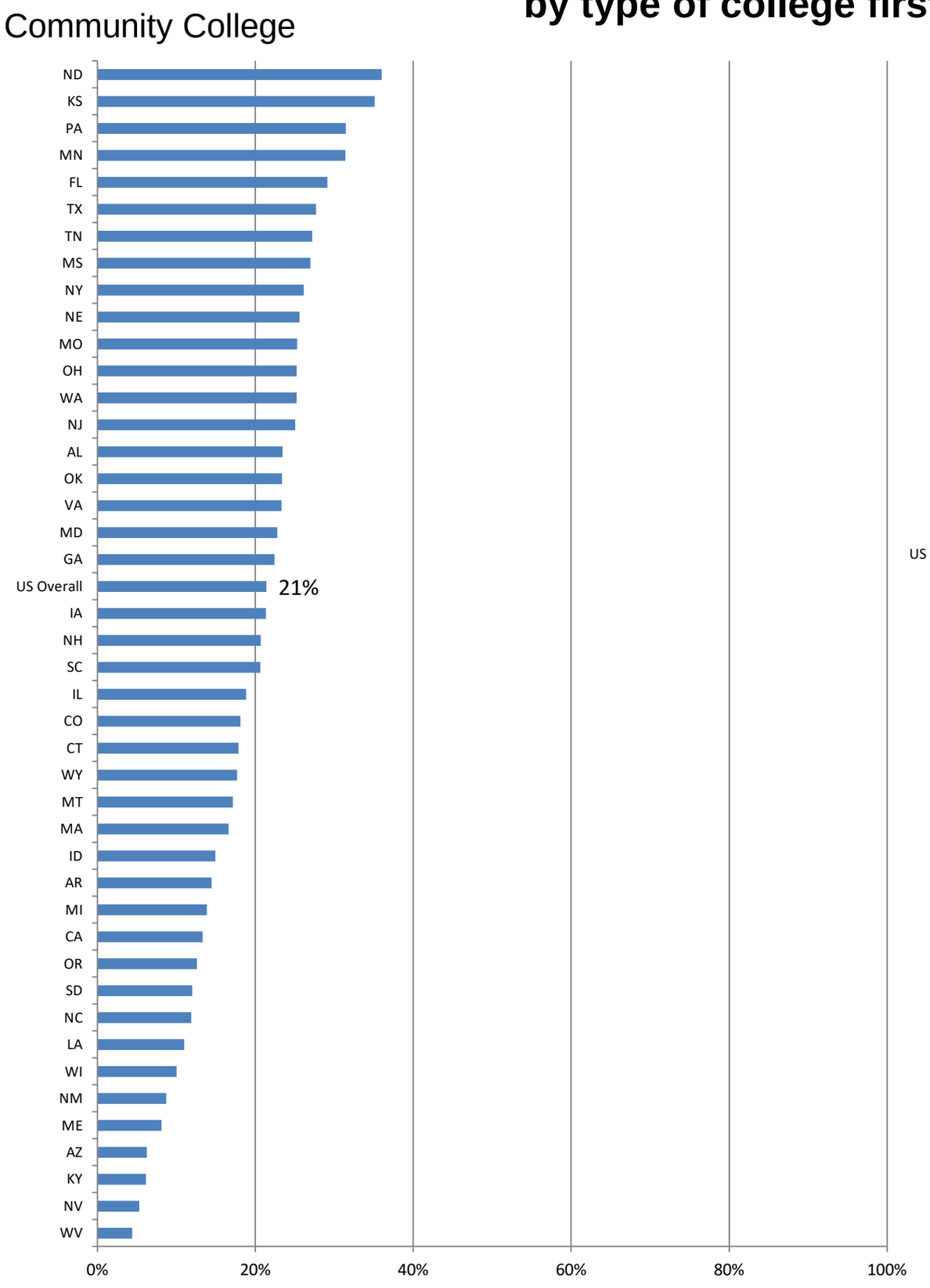
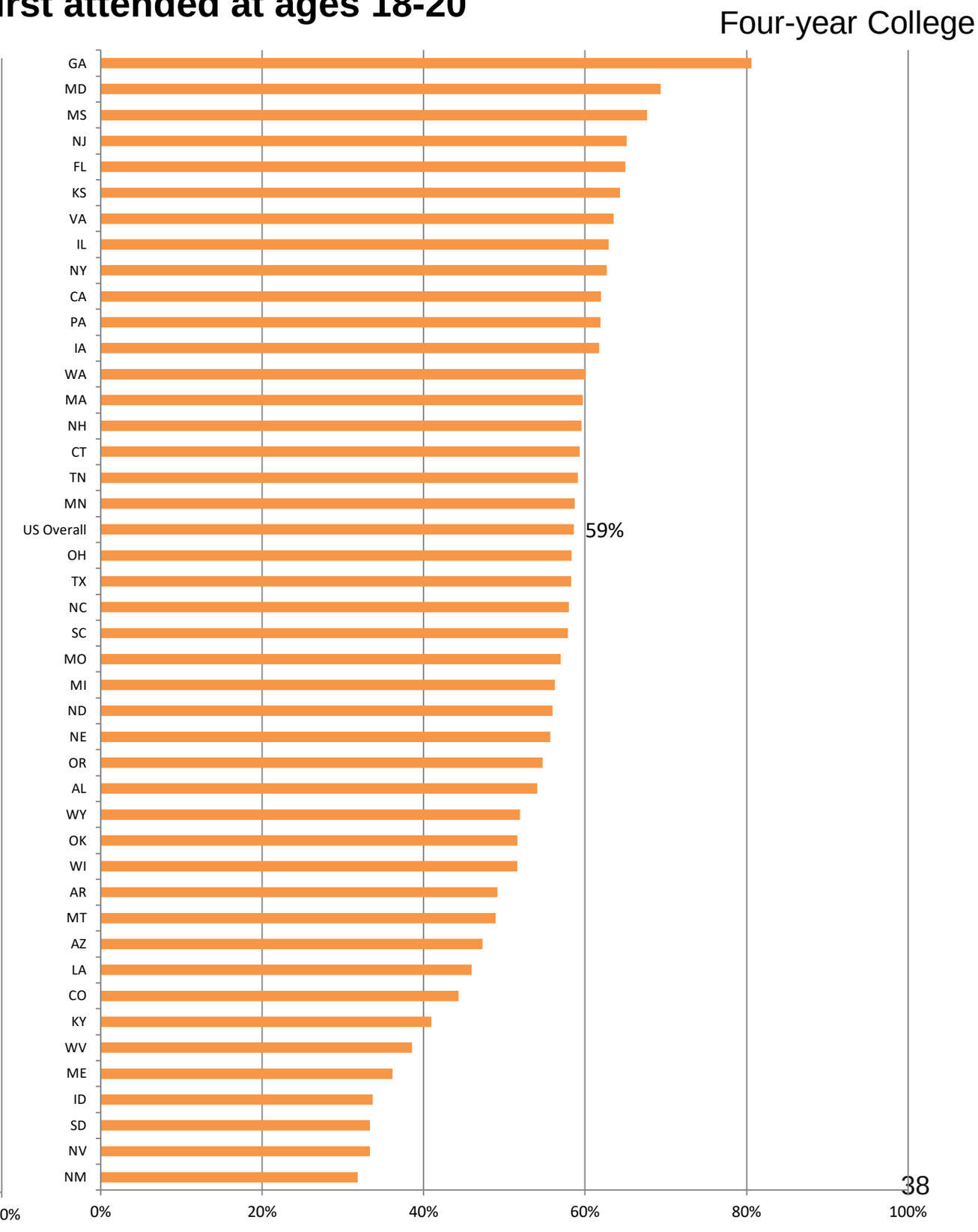


Six-year BA Completion Rates among former dual-enrolled 17 year-olds, by type of college first attended at ages 18-20





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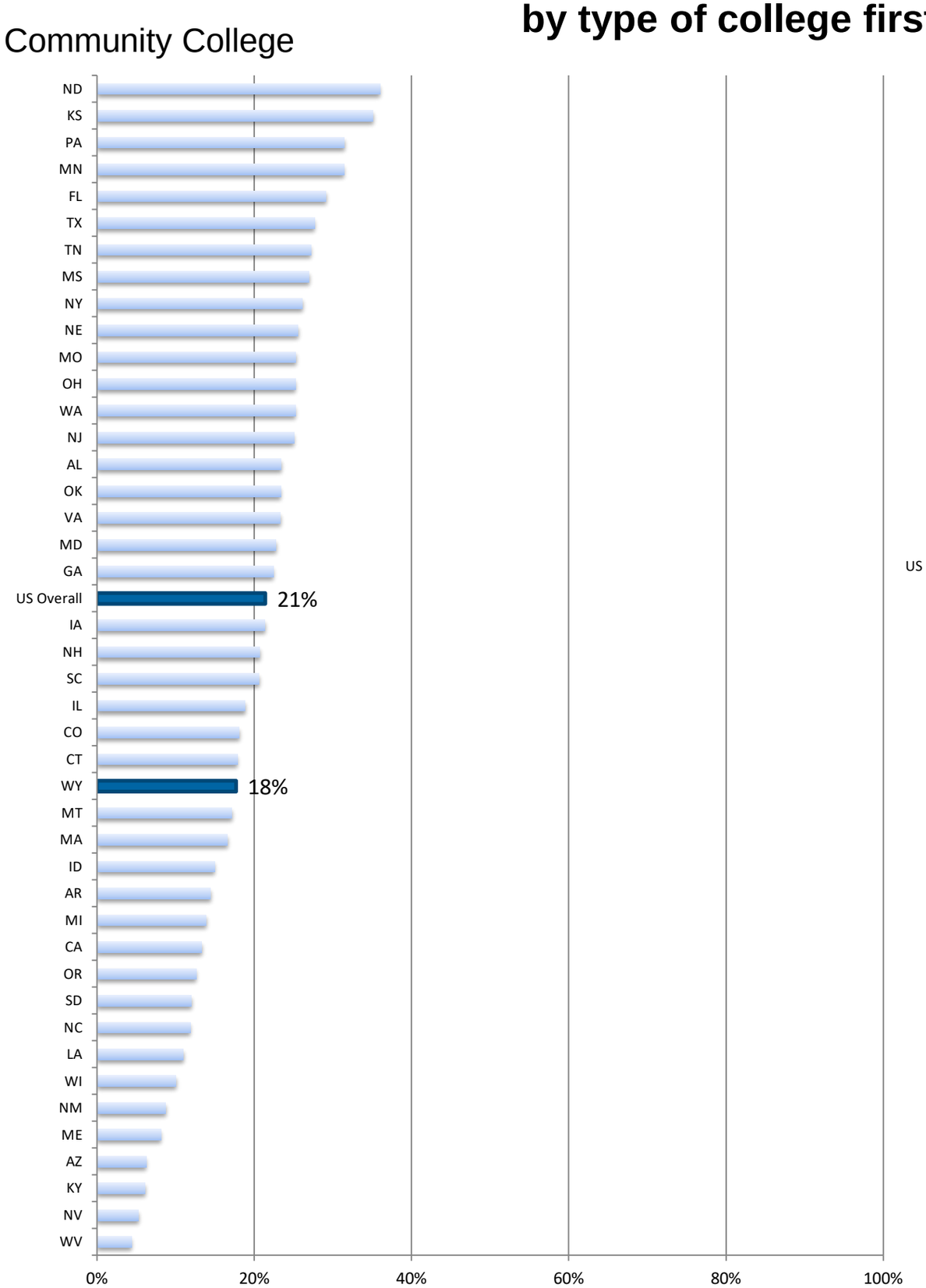
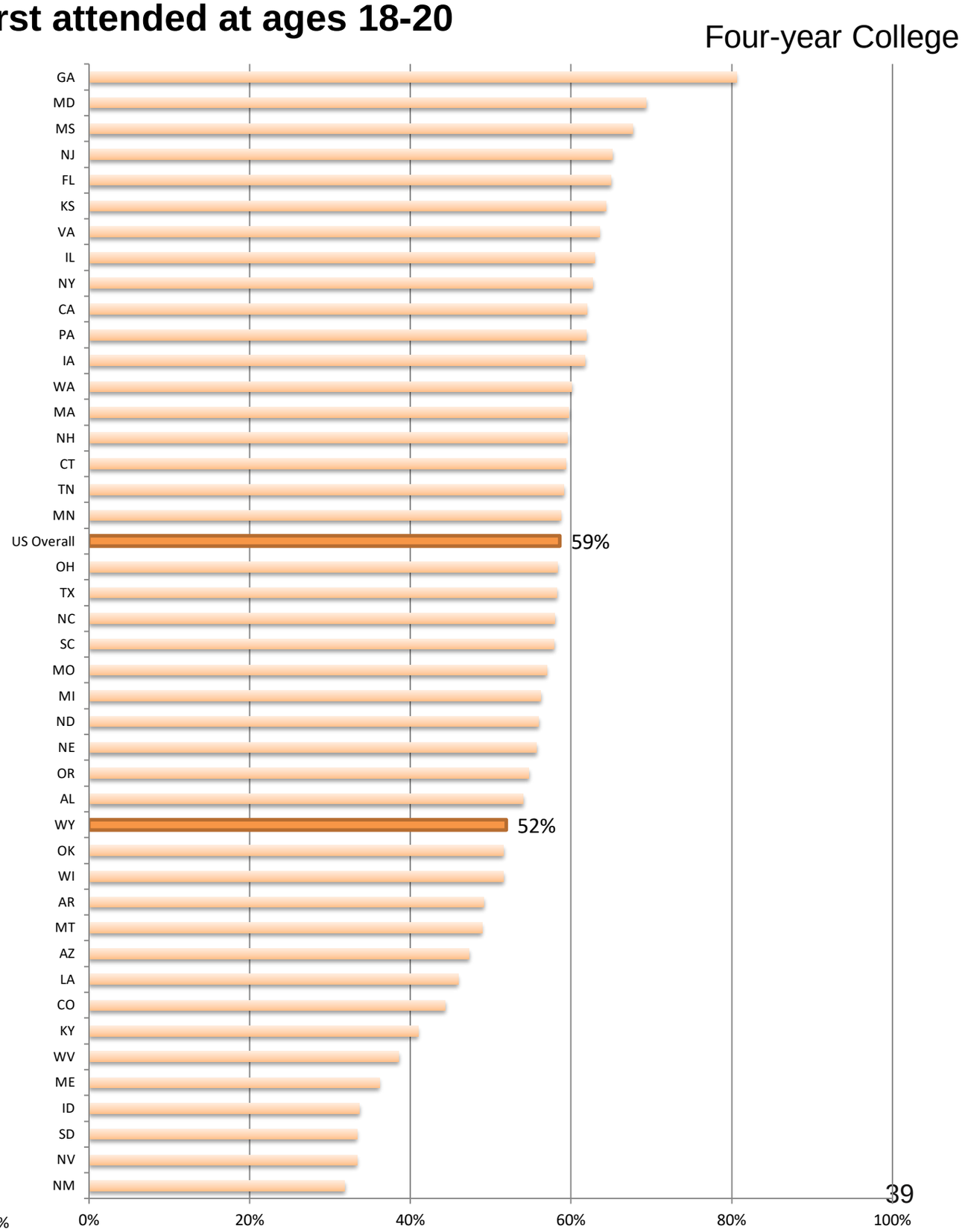




Early Evidence:

Tennessee GPS

Academic Foci

Health Professions

Applied Technology

STEM

Humanities

Business

General Education

Social Sciences

Education

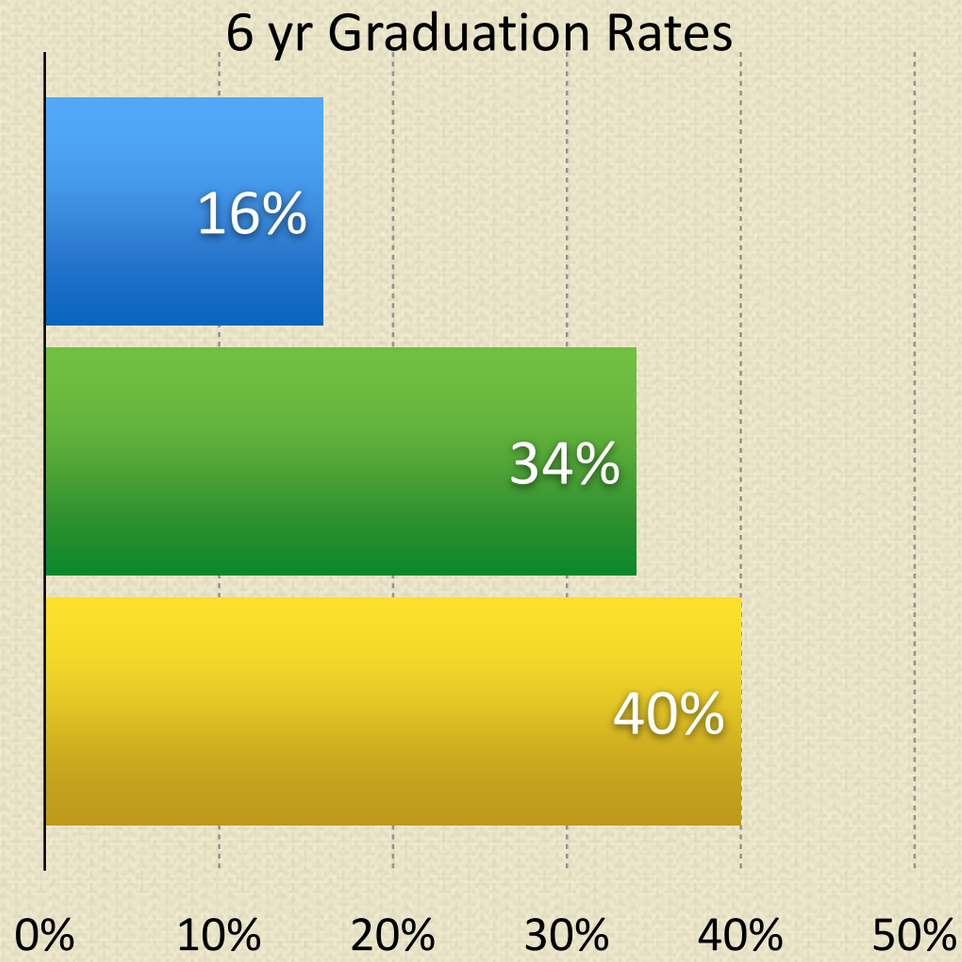
Arts

Community College Graduation Rates

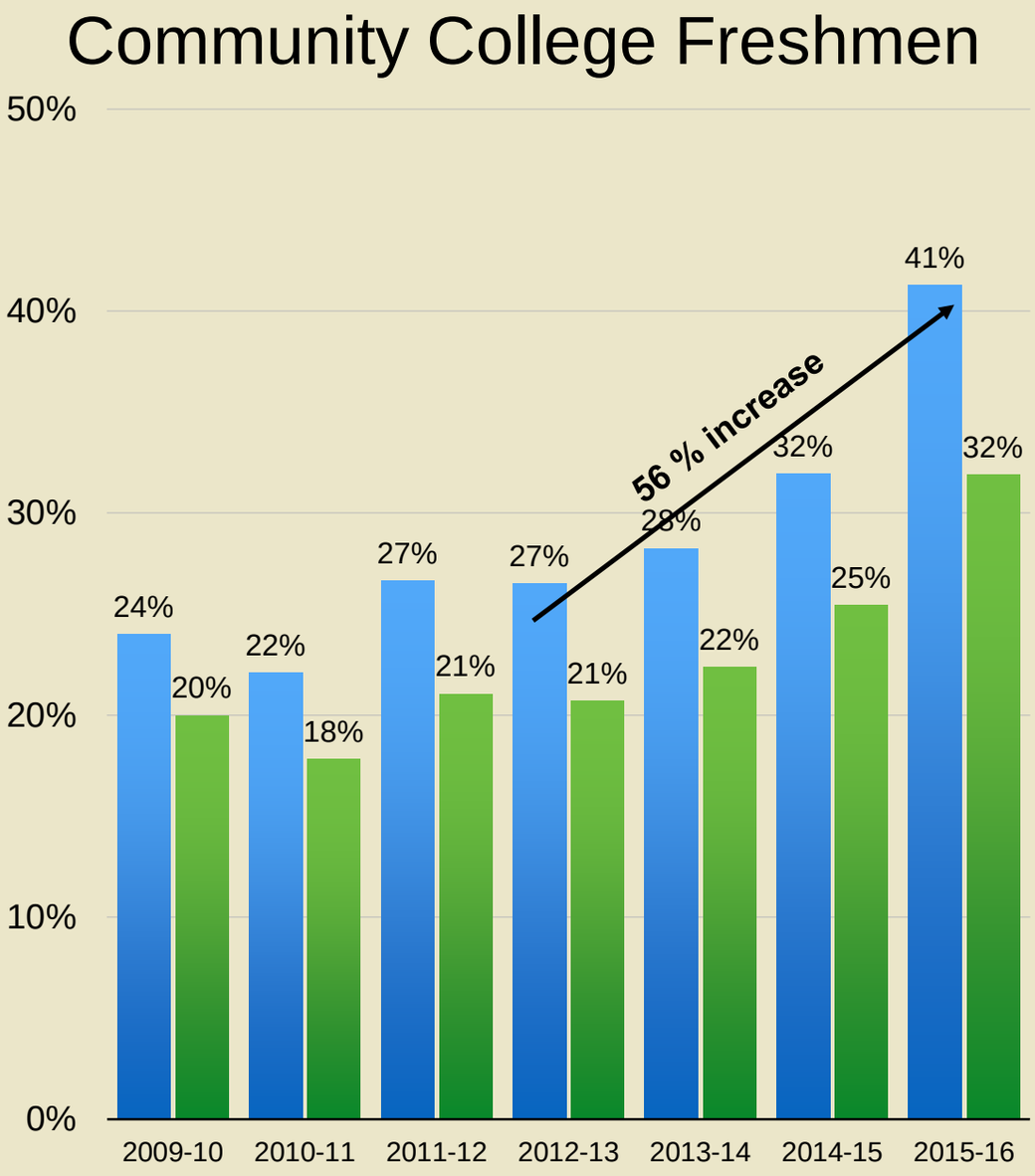
1st yr - Did not attempt 9hrs in focus area

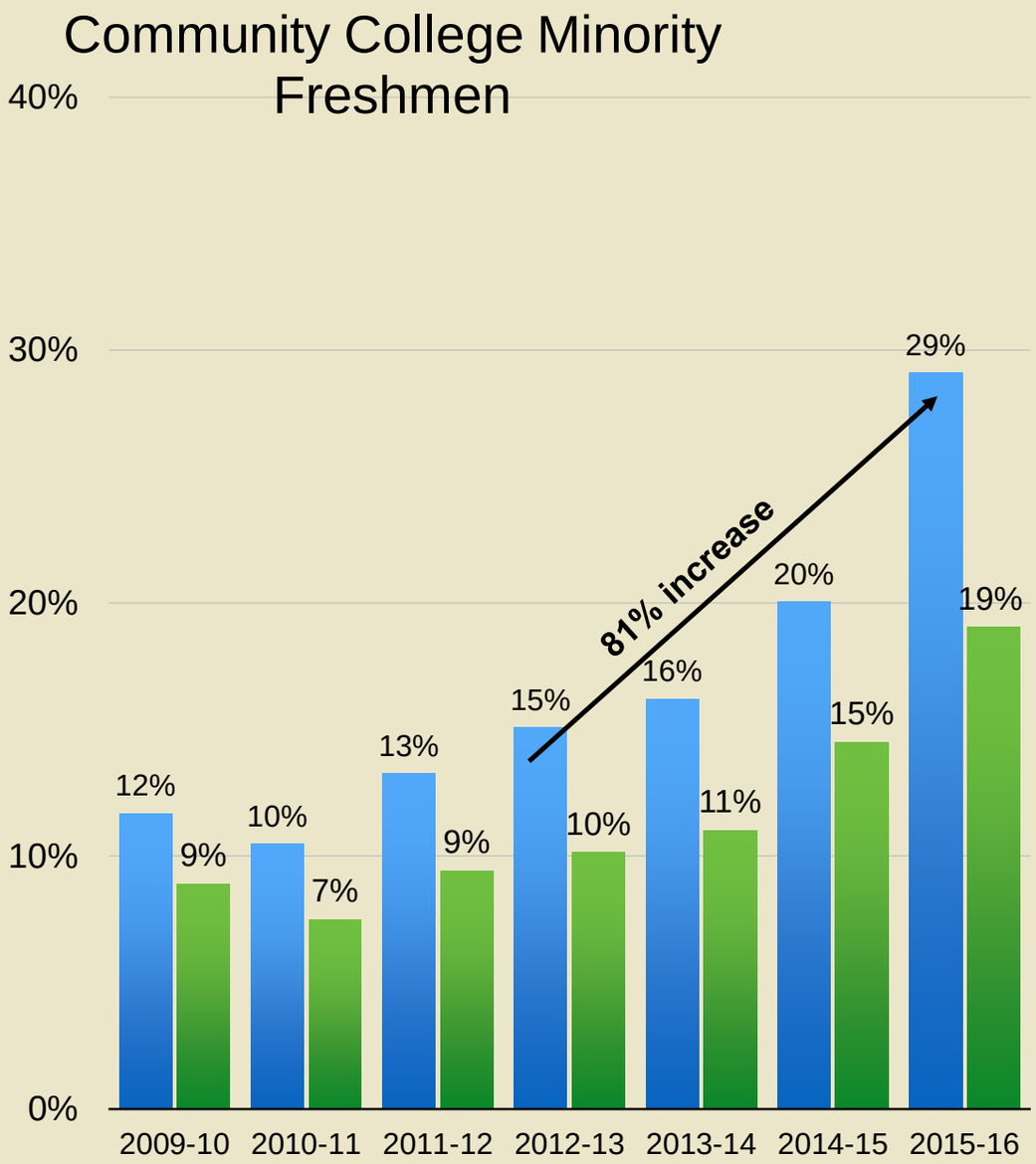
1st yr - Attempted 9hrs in focus area

1st yr - Earned 9hrs in focus area



Incoming Freshmen who successfully completed at least 9 hours in their focus during their 1st Academic Year



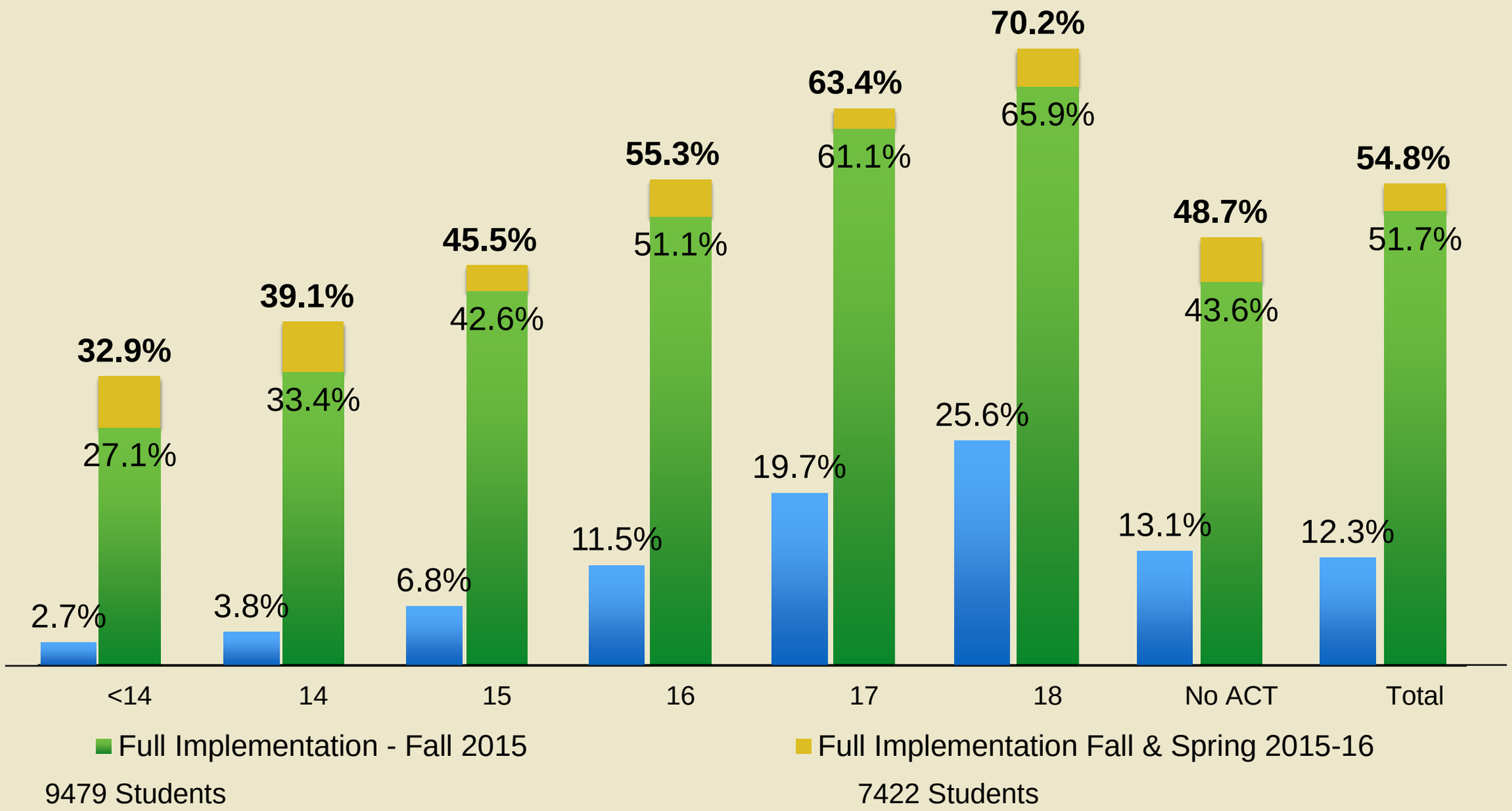


Attempted 9 Focus Hours Earned 9 Focus Hours

Completion of Gateway Math by ACT Sub-score

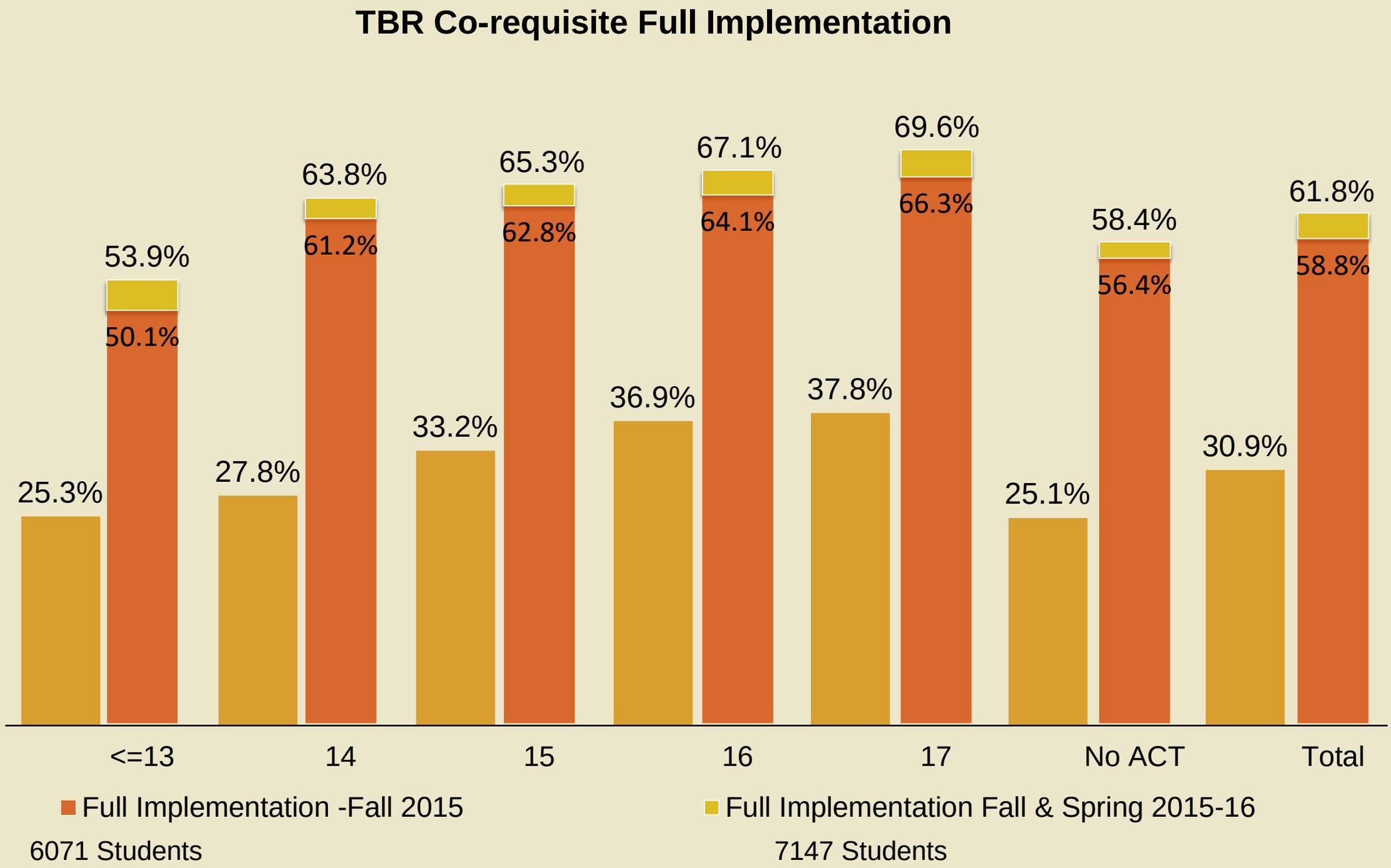
Pre-requisite Model vs. Co-requisite Model

TBR Co-requisite Full Implementation



Community Colleges

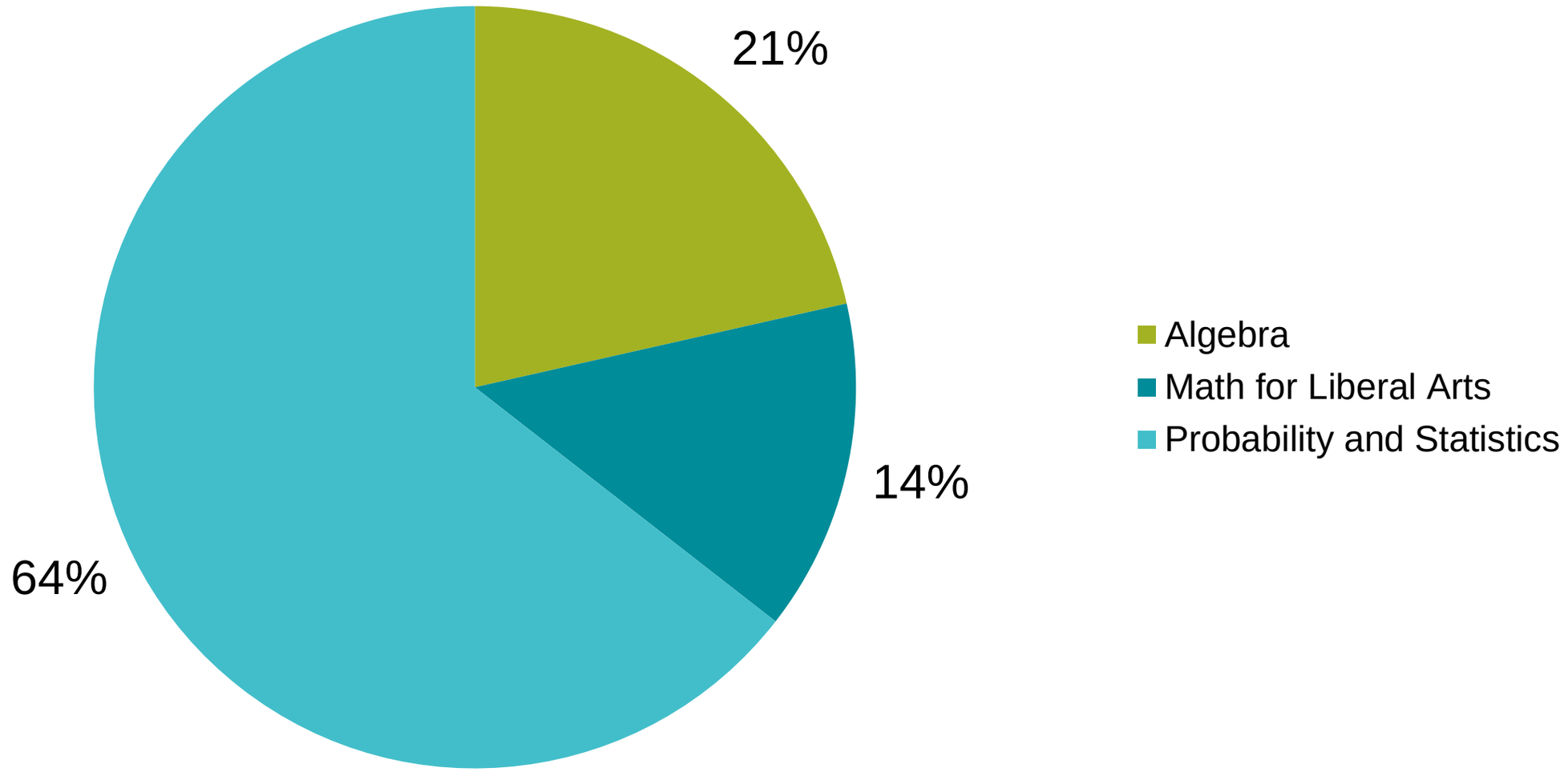
Completion of Gateway English by ACT Sub-score



Community Colleges

Accelerating College Entry

College Math Taken by Students in Tennessee Community Colleges Co-Requisite Scale Implementation, Fall 2015

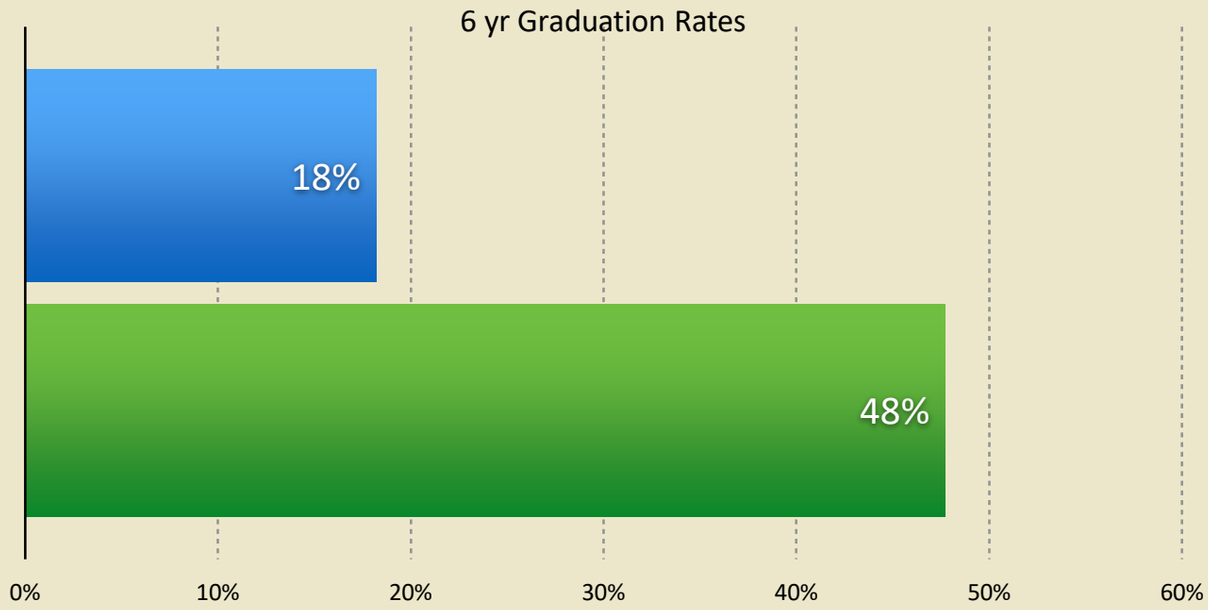


Source: Belfield, Jenkins, Lahr (2016).

Community College Graduation Rates

1st yr - Did not pass all 3 courses

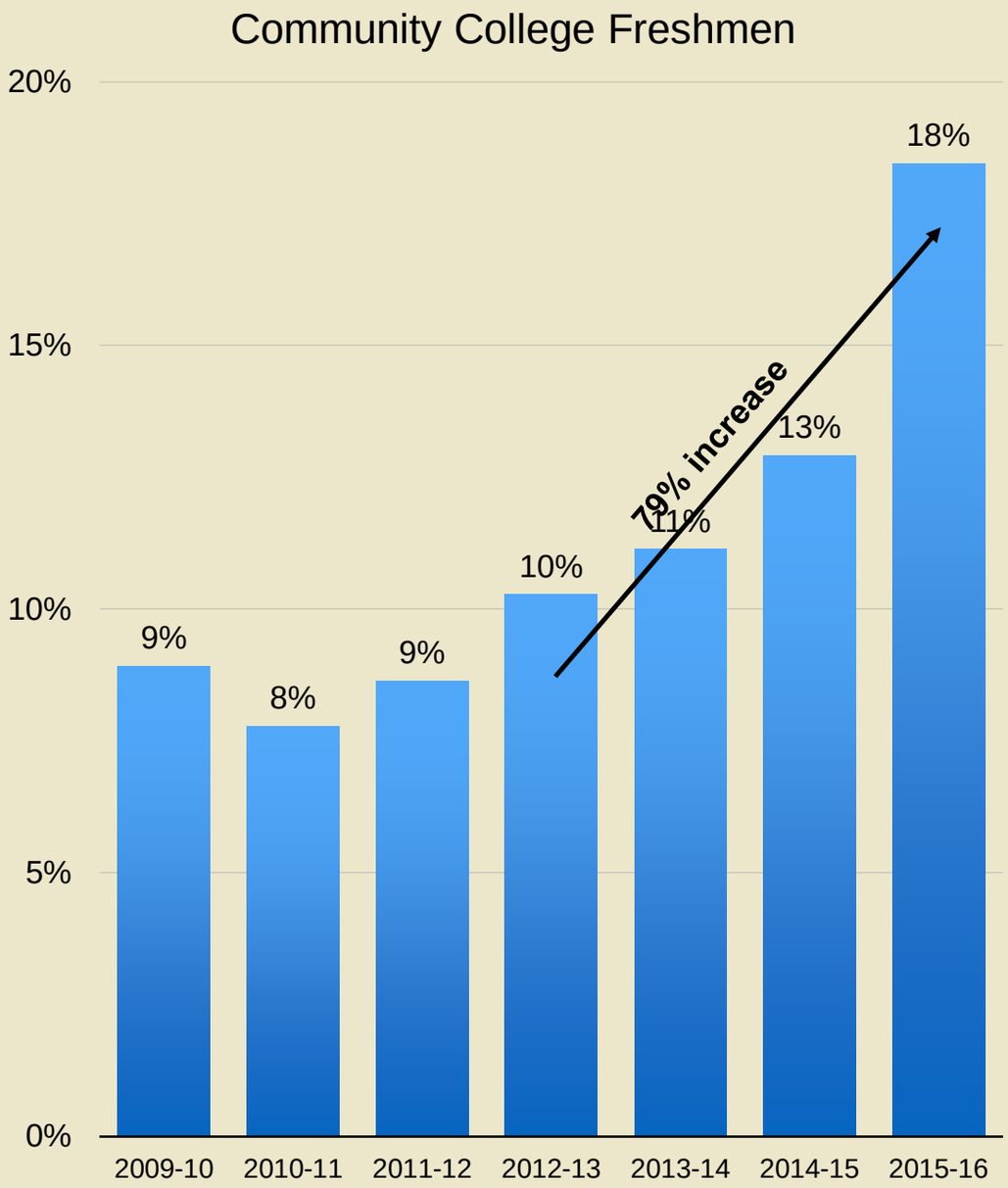
1st yr - Passed all 3 courses

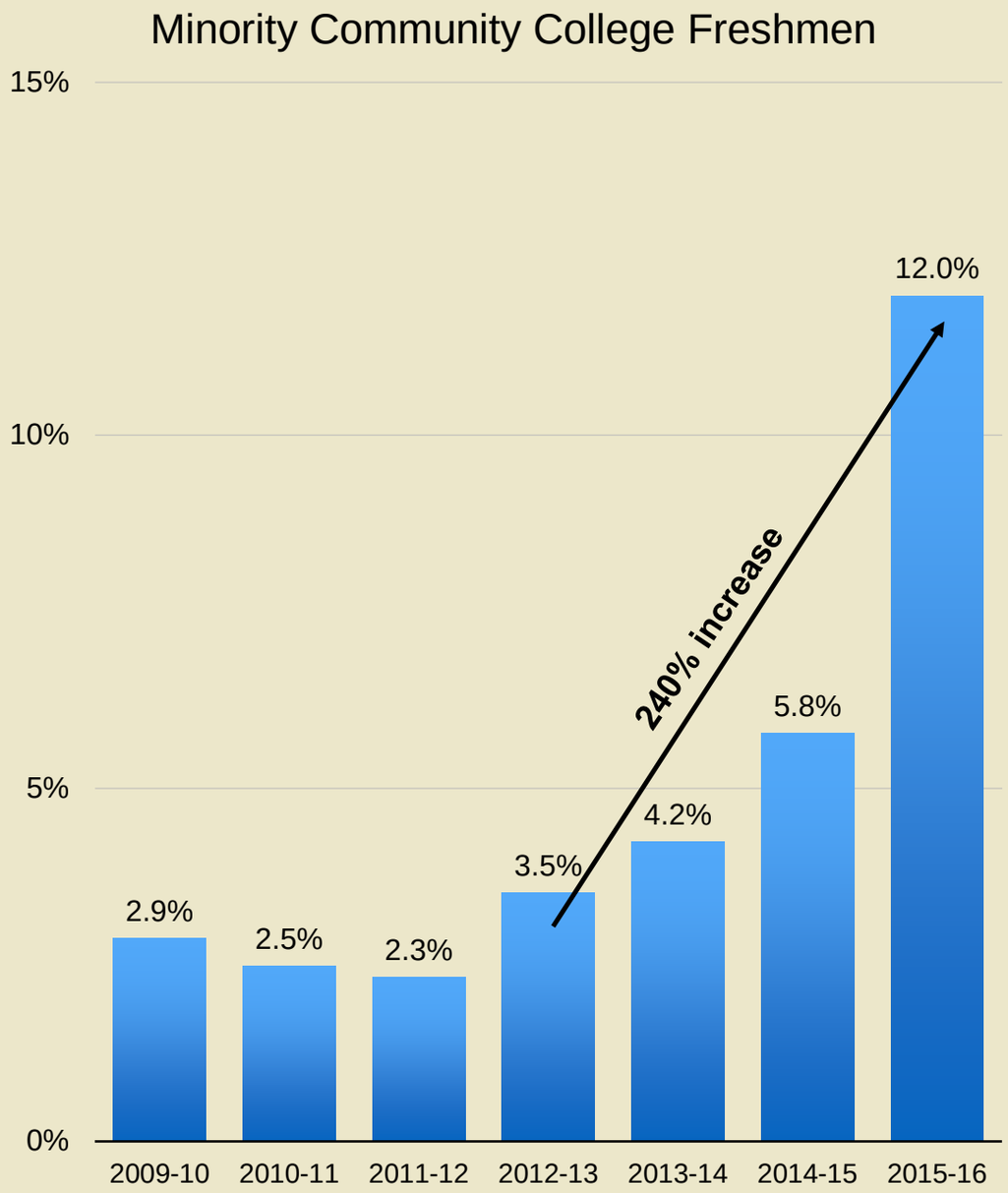


Freshmen completion of:

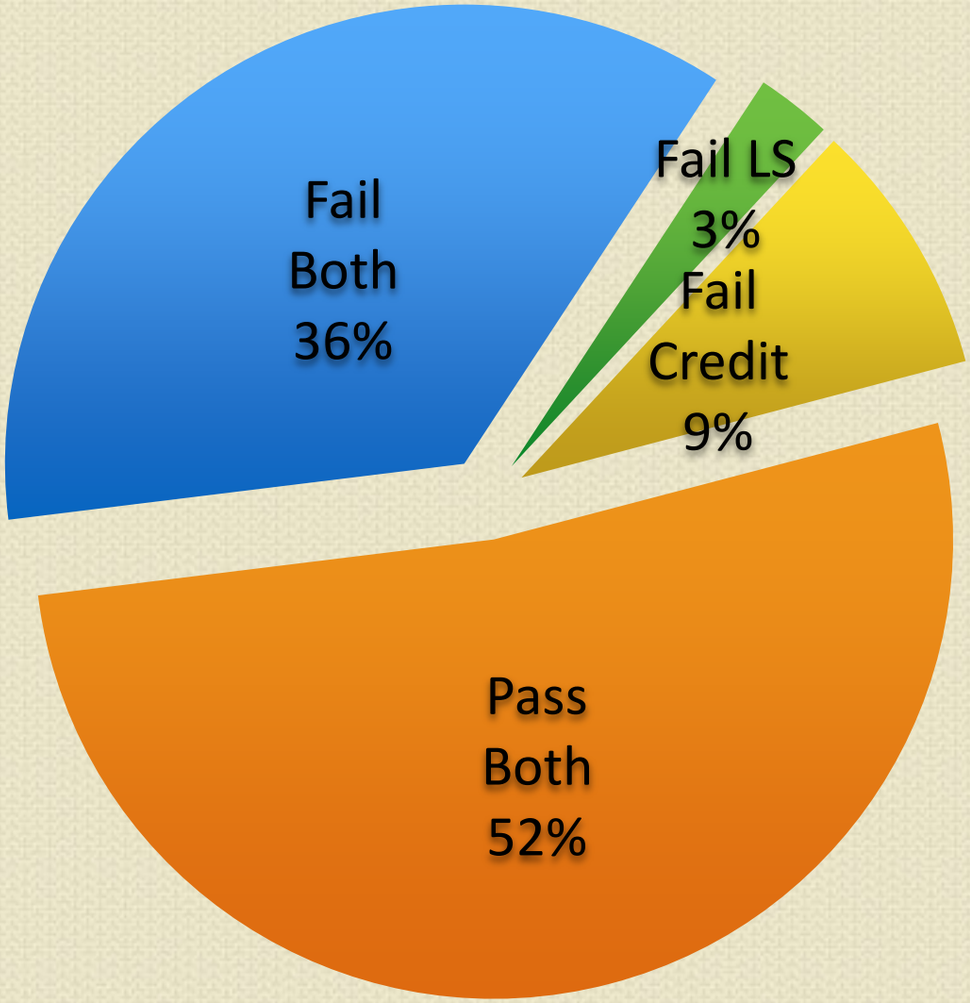
- English Composition I
- English Composition II
- A General Education satisfying Math Class

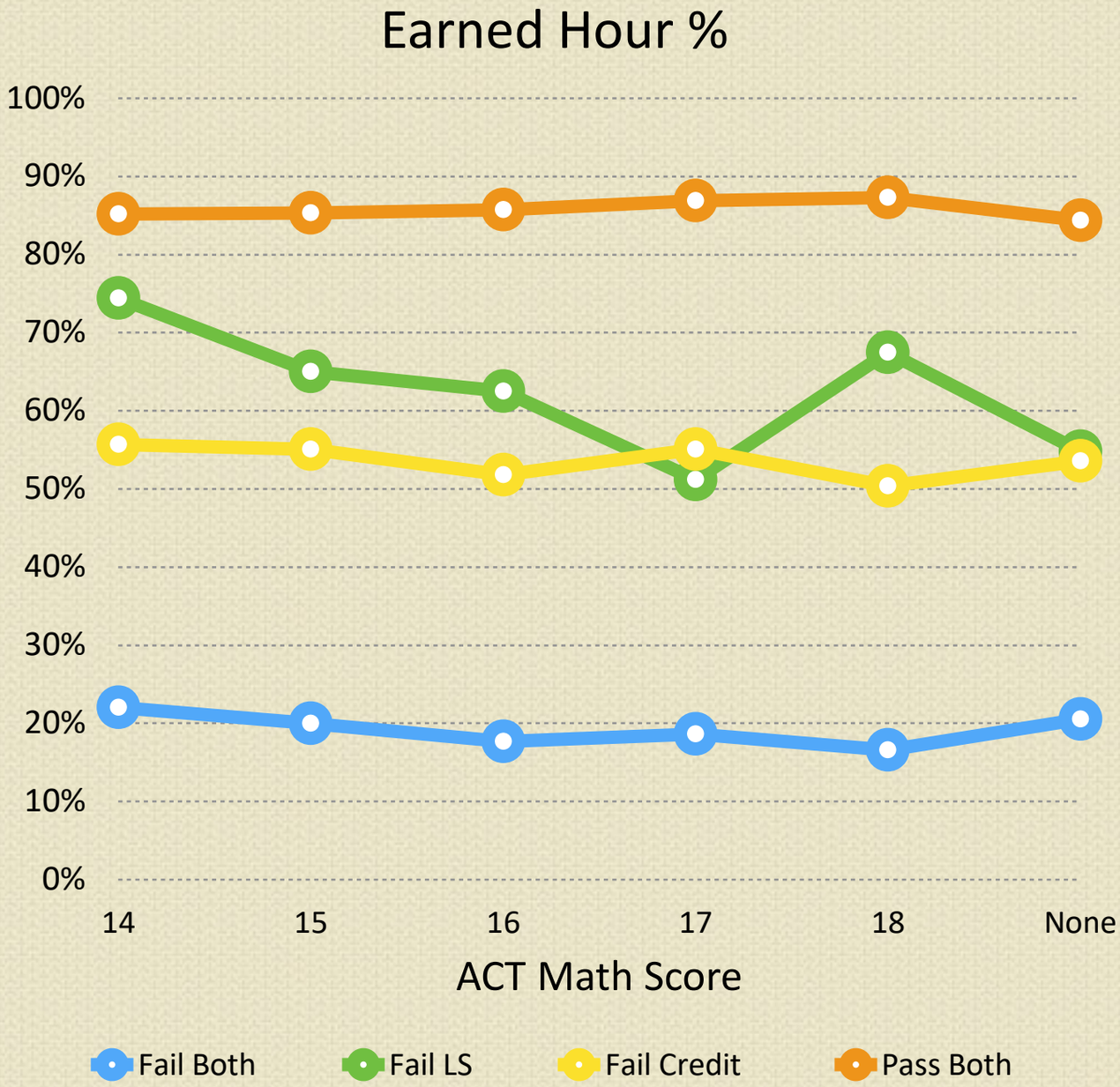
Incoming Freshmen who successfully completed their Math and Writing requirements in their 1st Academic Year





Disaggregation by Student Group





Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

PLANNING

ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's pathways effort:

- Strong leadership throughout the institution
- Faculty, staff, and student engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels)

PLANNING/PREPARATION

Understand where you are and prepare for change by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS

Map all programs and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/college exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K–12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH

Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
  - Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes

EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EVALUATION

The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

For more information

Please visit us on the web at

http://ccrc.tc.columbia.edu

where you can download presentations, reports,
and briefs, and sign-up for news announcements.
We're also on Facebook and Twitter.

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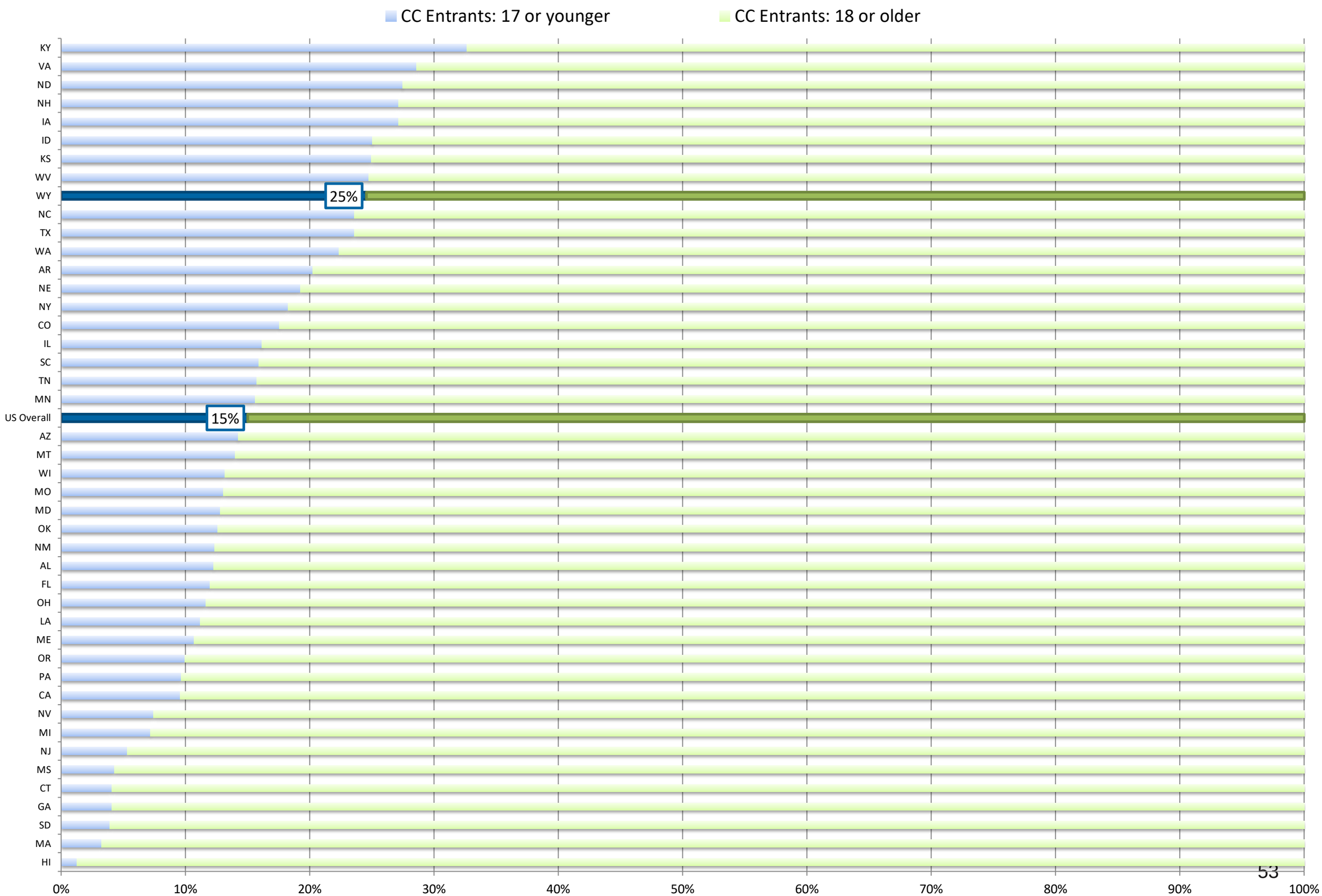
E-mail: ccrc@columbia.edu Telephone: 212.678.3091

20 YEARS
CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Guided Pathways Next Frontiers

- Facilitating career/academic exploration
- Redesigning advising (using technology)
- Using analytics/messaging to guide students
- Ensuring student learning across programs
- Strengthening labor market connections
- Strengthening transfer paths
- Extending pathways down into high schools

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