CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

SEPTEMBER 15, 2016

The Guided Pathways National Movement: Next Frontiers

@CommunityCCRC
#RedesigningCCs

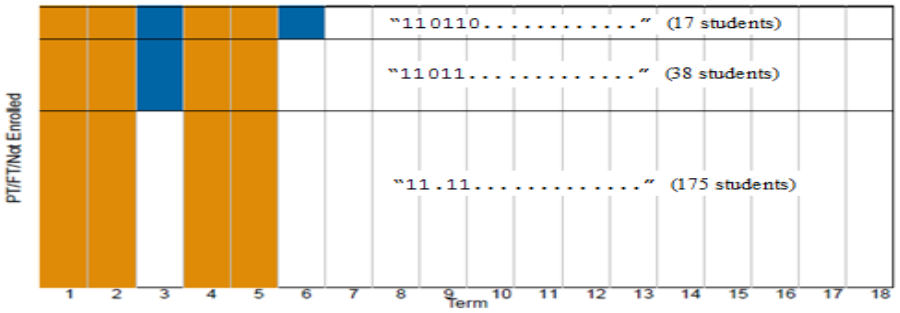
Thomas Bailey
Community College Research Center

Ohio Student Success Leadership Institute Meeting, Columbus, OH

Student Outcomes

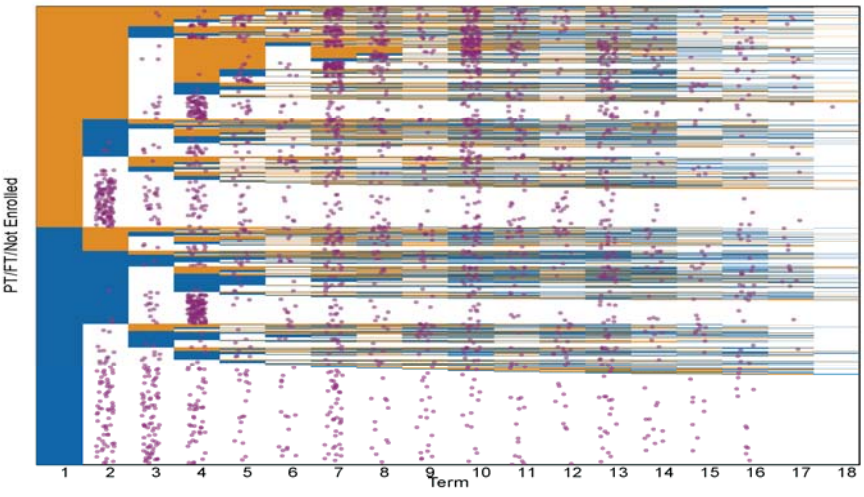
- Low graduation
- Ineffective dev ed
- Thwarted transfer objectives
- Excess credits
- Excessive time to degree
- Student learning unclear
- Students express confusion and discouragement

Ideal CC Student Pathways



Source: Crosta, 2013.

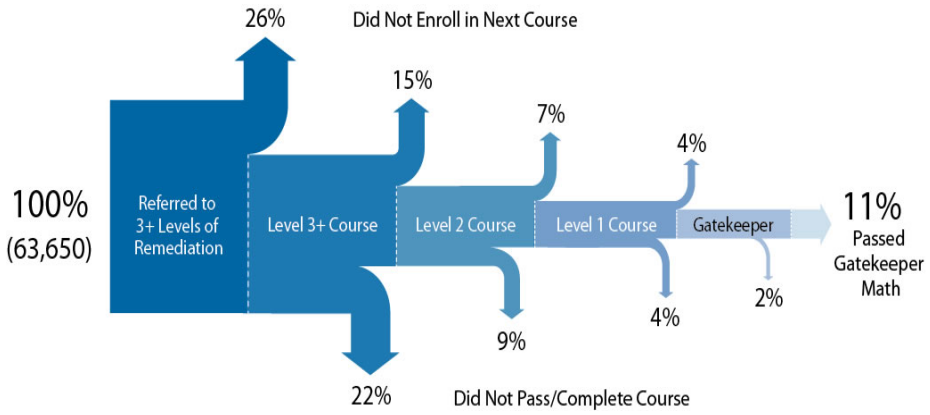
Actual CC Student Pathways



Source: Crosta, 2013.

Dev Ed Sorting System

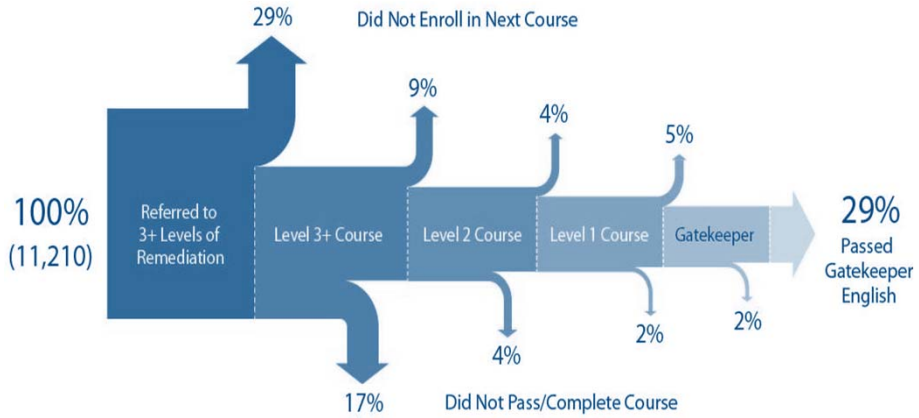
Student Progression Through the Developmental Math Sequence[21]



Source: CCRC

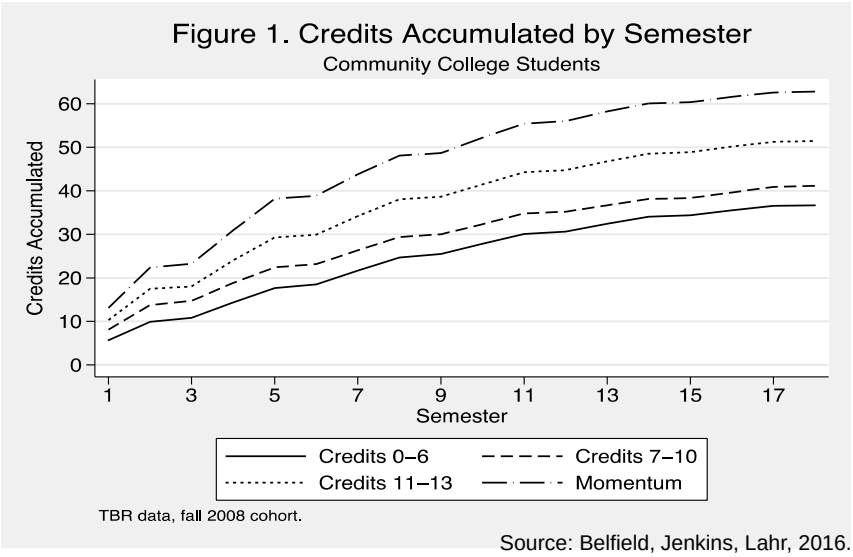
Dev Ed Sorting System

Student Progression Through the Developmental Reading Sequence[22]



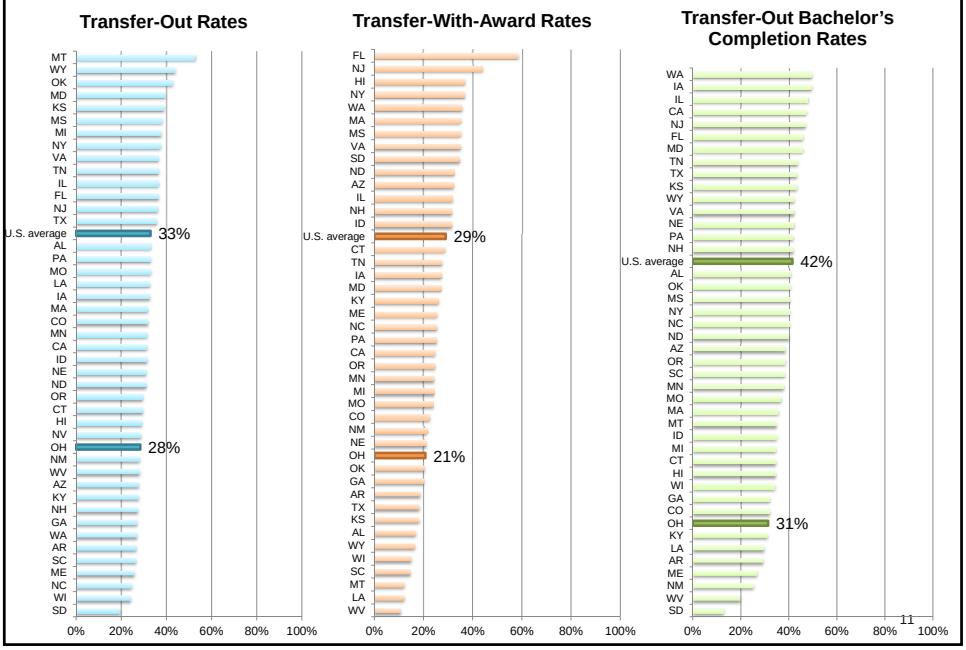
Source: CCRC

Momentum Works for CC Students

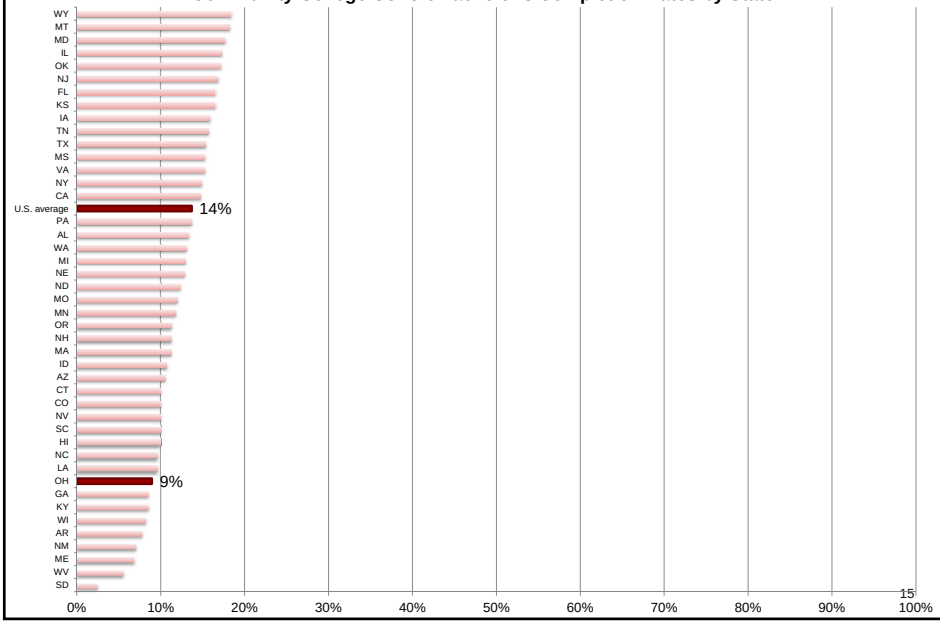


TBR data, fall 2008 cohort.

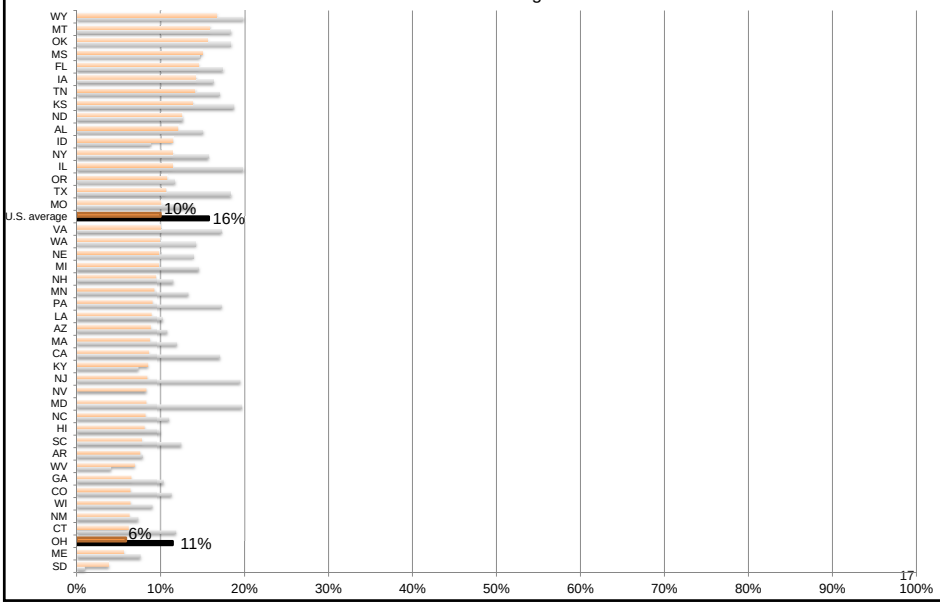
Source: Belfield, Jenkins, Lahr, 2016.



Community College Cohort Bachelor's Completion Rates by State

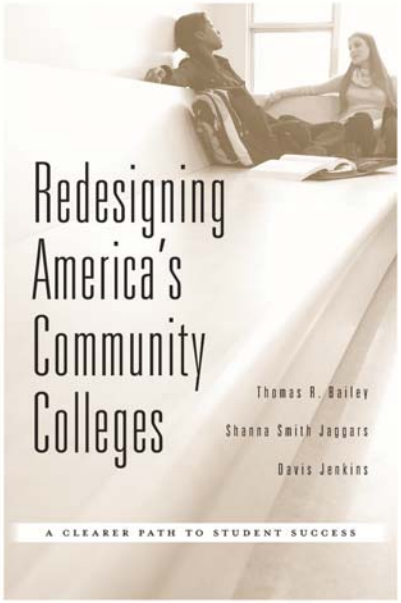


CC Cohort Bachelor's Completion Rates for Lower and Higher Income Students



Widespread Reform – Little Progress

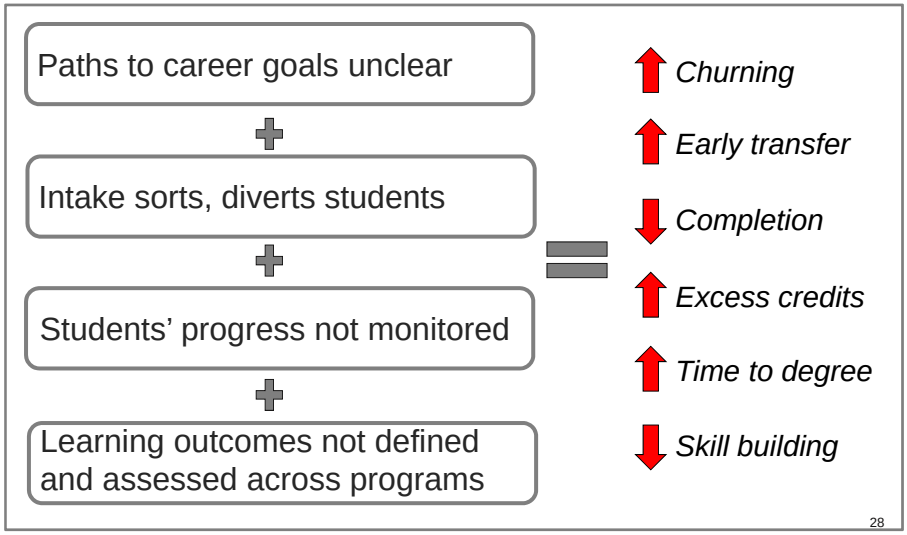
- A decade of the "Completion Agenda"
- Institutional and sector student outcomes have not improved
- WHY?

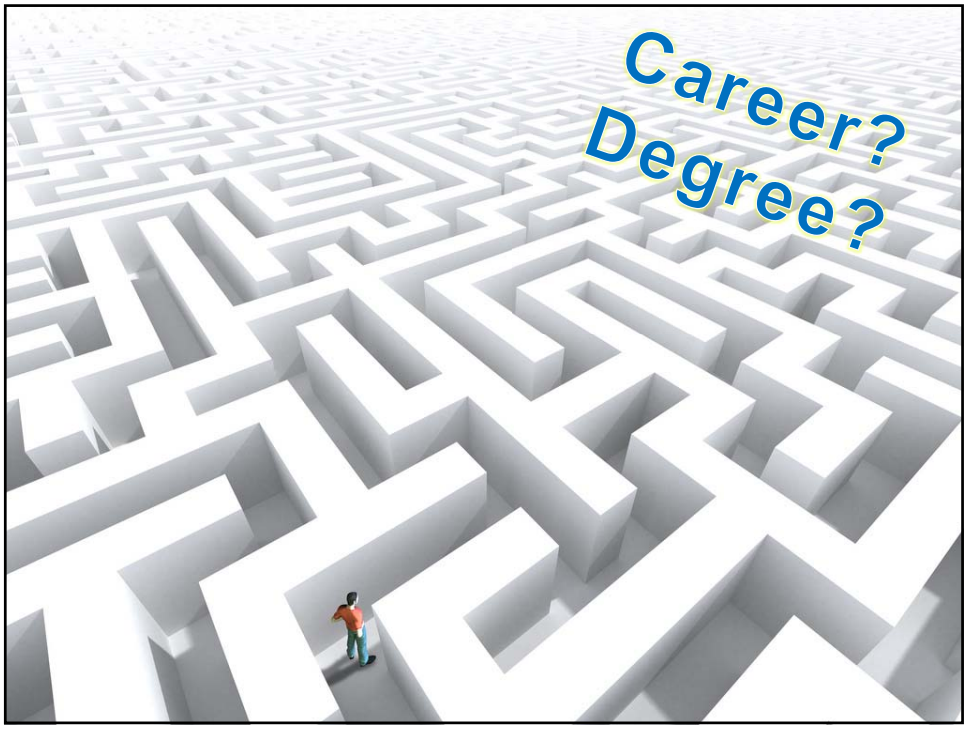


Problem with the Structure of Community Colleges

- Reforms too small or narrowly focused
  - Reforms not scaled
  - Reforms limited to one segment of student experience
- Colleges built to promote enrollment—Self Service or Cafeteria Model

Cafeteria College





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

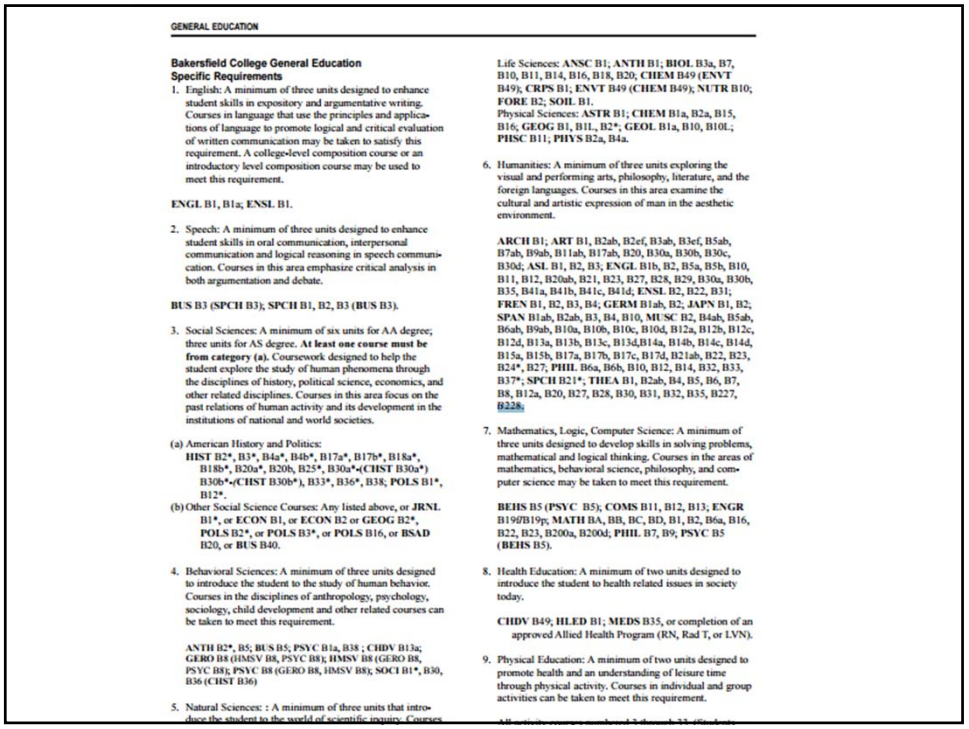
BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

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)



GENERAL EDUCATION

Bakersfield College General Education
Specific Requirements

1. English: A minimum of three units designed to enhance student skills in expository and argumentative writing. Courses in language that use the principles and applications of language to promote logical and critical evaluation of written communication may be taken to satisfy this requirement. A college-level composition course or an introductory level composition course may be used to meet this requirement.

ENGL B1, B1a; **ENSL** B1.

2. Speech: A minimum of three units designed to enhance student skills in oral communication, interpersonal communication and logical reasoning in speech communication. Courses in this area emphasize critical analysis in both argumentation and debate.

BUS B3 (**SPCH** B3); **SPCH** B1, B2, B3 (**BUS** B3).

3. Social Sciences: A minimum of six units for AA degree; three units for AS degree. **At least one course must be from category (a).** Coursework designed to help the student explore the study of human phenomena through the disciplines of history, political science, economics, and other related disciplines. Courses in this area focus on the past relations of human activity and its development in the institutions of national and world societies.

(a) American History and Politics:
HIST B2*, B3*, B4a*, B4b*, B17a*, B17b*, B18a*, B18b*, B20a*, B20b, B25*, B30a*-(**CHST** B30a*) B30b*-(**CHST** B30b*), B33*, B36*, B38; **POLS** B1*, B12*.

(b) Other Social Science Courses: Any listed above, or **JRNL** B1*, or **ECON** B1, or **ECON** B2 or **GEOG** B2*, **POLS** B2*, or **POLS** B3*, or **POLS** B16, or **BSAD** B20, or **BUS** B40.

4. Behavioral Sciences: A minimum of three units designed to introduce the student to the study of human behavior. Courses in the disciplines of anthropology, psychology, sociology, child development and other related courses can be taken to meet this requirement.

ANTH B2*, B5; **BUS** B5; **PSYC** B1a, B38 ; **CHDV** B13a; **GERO** B8 (HMSV B8, PSYC B8); **HMSV** B8 (GERO B8, PSYC B8); **PSYC** B8 (GERO B8, HMSV B8); **SOCI** B1*, B30, B36 (**CHST** B36)

5. Natural Sciences: : A minimum of three units that introduce the student to the world of scientific inquiry. Courses

Life Sciences: **ANSC** B1; **ANTH** B1; **BIOL** B3a, B7, B10, B11, B14, B16, B18, B20; **CHEM** B49 (**ENVT** B49); **CRPS** B1; **ENVT** B49 (**CHEM** B49); **NUTR** B10; **FORE** B2; **SOIL** B1.
Physical Sciences: **ASTR** B1; **CHEM** B1a, B2a, B15, B16; **GEOG** B1, B1L, B2*; **GEOL** B1a, B10, B10L; **PHSC** B11; **PHYS** B2a, B4a.

6. Humanities: A minimum of three units exploring the visual and performing arts, philosophy, literature, and the foreign languages. Courses in this area examine the cultural and artistic expression of man in the aesthetic environment.

ARCH B1; **ART** B1, B2ab, B2ef, B3ab, B3ef, B5ab, B7ab, B9ab, B11ab, B17ab, B20, B30a, B30b, B30c, B30d; **ASL** B1, B2, B3; **ENGL** B1b, B2, B5a, B5b, B10, B11, B12, B20ab, B21, B23, B27, B28, B29, B30a, B30b, B35, B41a, B41b, B41c, B41d; **ENSL** B2, B22, B31; **FREN** B1, B2, B3, B4; **GERM** B1ab, B2; **JAPN** B1, B2; **SPAN** B1ab, B2ab, B3, B4, B10, **MUSC** B2, B4ab, B5ab, B6ab, B9ab, B10a, B10b, B10c, B10d, B12a, B12b, B12c, B12d, B13a, B13b, B13c, B13d,B14a, B14b, B14c, B14d, B15a, B15b, B17a, B17b, B17c, B17d, B21ab, B22, B23, B24*, B27, **PHIL** B6a, B6b, B10, B12, B14, B32, B33, B37*; **SPCH** B21*; **THEA** B1, B2ab, B4, B5, B6, B7, B8, B12a, B20, B27, B28, B30, B31, B32, B35, B227, B228.

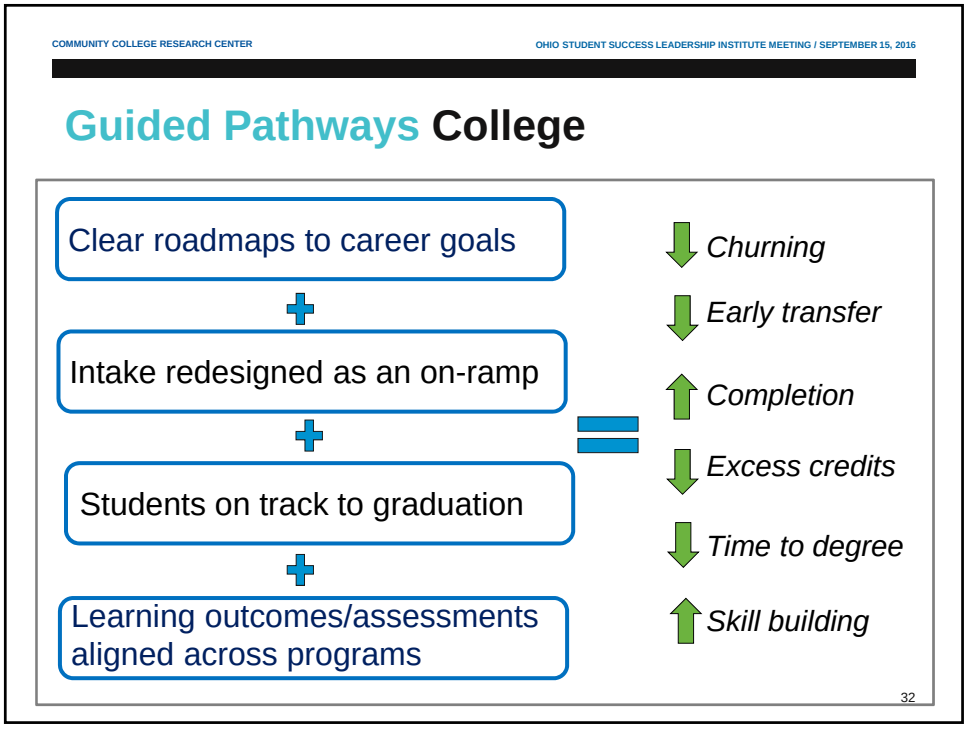
7. Mathematics, Logic, Computer Science: A minimum of three units designed to develop skills in solving problems, mathematical and logical thinking. Courses in the areas of mathematics, behavioral science, philosophy, and computer science may be taken to meet this requirement.

BEHS B5 (**PSYC** B5); **COMS** B11, B12, B13; **ENGR** B19f/B19p; **MATH** BA, BB, BC, BD, B1, B2, B6a, B16, B22, B23, B200a, B200d; **PHIL** B7, B9; **PSYC** B5 (**BEHS** B5).

8. Health Education: A minimum of two units designed to introduce the student to health related issues in society today.

CHDV B49; **HLED** B1; **MEDS** B35, or completion of an approved Allied Health Program (RN, Rad T, or LVN).

9. Physical Education: A minimum of two units designed to promote health and an understanding of leisure time through physical activity. Courses in individual and group activities can be taken to meet this requirement.



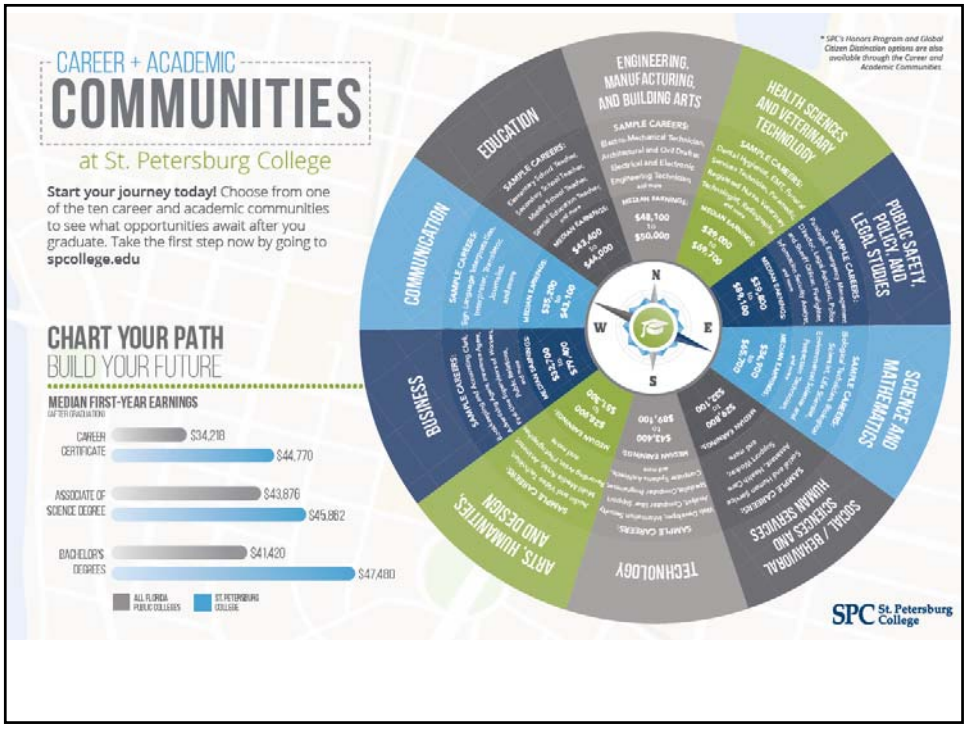
Evolution of Pathways at SPC

SPC St. Petersburg College
INSTRUCTION AND ACADEMIC PROGRAMS

"Before" "After"

Since 2010, SPC has focused its strategic efforts on **student success** using an intentional data-driven way to help students **"Finish What They Start".**

-1-



ACADEMIC PATHWAY

Computer Networking Associate in Science Degree

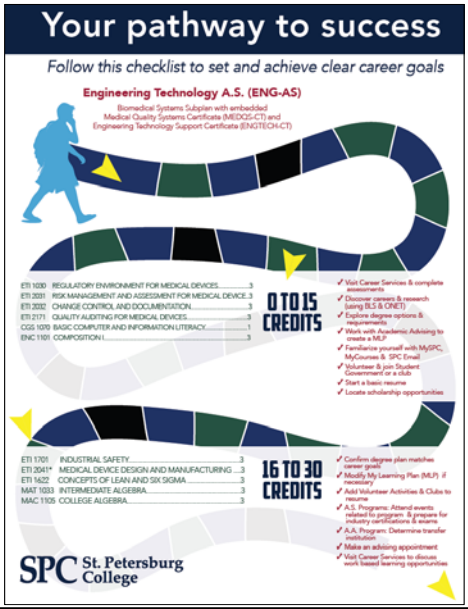
Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req.	Options Avail.
1	CGS 1070	Basic Computer and Information Literacy	1	Gen Ed	F, Sp, Su		Y
2	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp, Su		Y
3	COP 1000	Introduction to Computer Programming	3	Core [1,2]	F, Sp, Su		
4	MAT 1033	Intermediate 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)

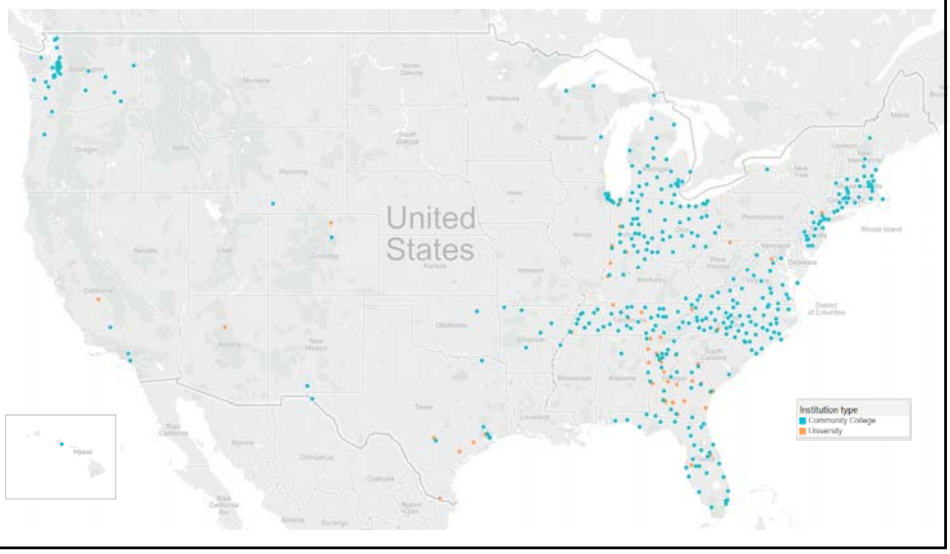
[1] Part of Computer Support Certificate
[2] Part of Linux System Administrator Certificate
[3] Part of Microsoft Certified IT Professional: Server Administrator Certificate
[4] Preparation Course for CompTia A+ Industry Certification

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

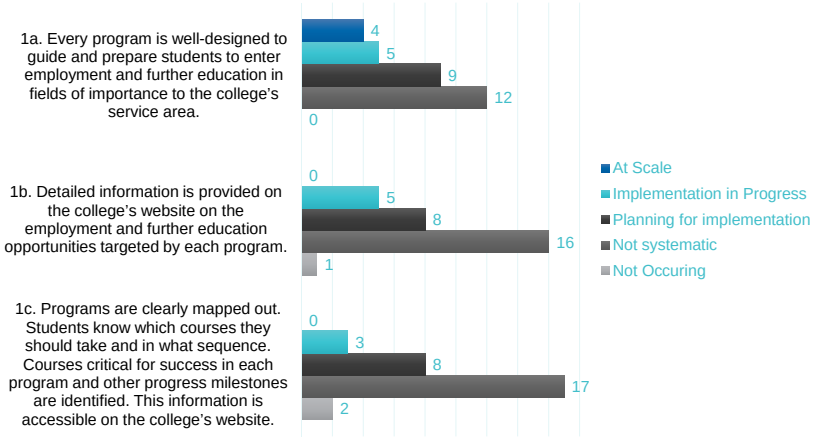


A National Movement



AACC Pathways Colleges: Scale of Guided Pathways Essential Practices

Mapping pathways to student end goals

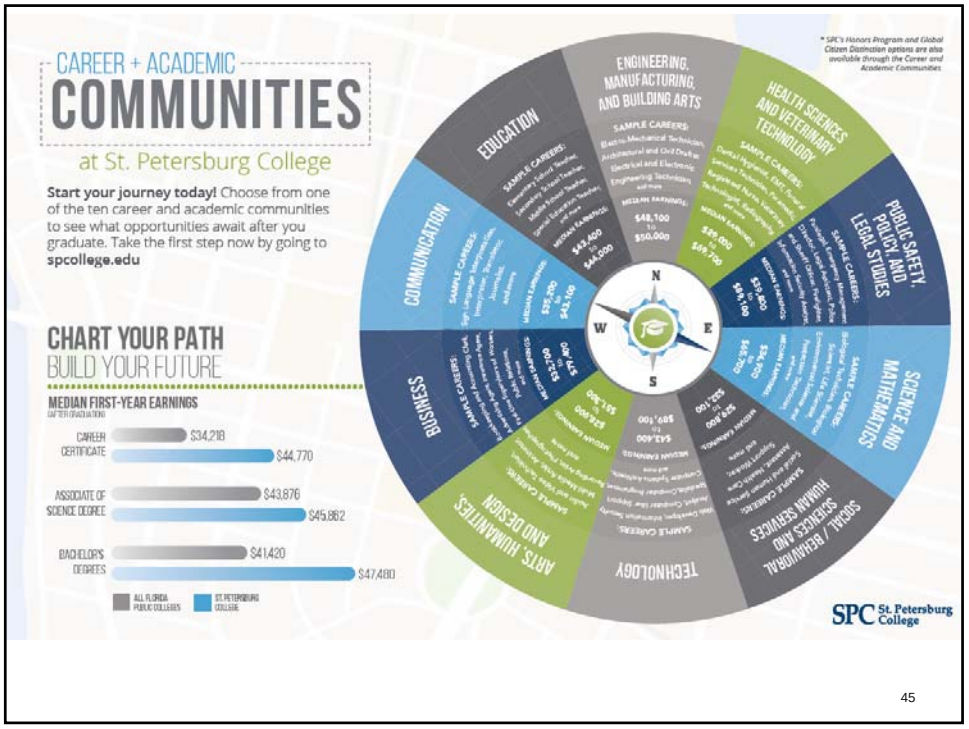


Source: CCRC,

Guided Pathways Next Frontiers

- Facilitating career/academic exploration
- Accelerating program entry
- Optimizing e-advising for timely and effective feedback/support
- Strengthening transfer outcomes
- Ensuring and documenting student learning across programs

Next Frontier:
Facilitating Career/ Academic Exploration



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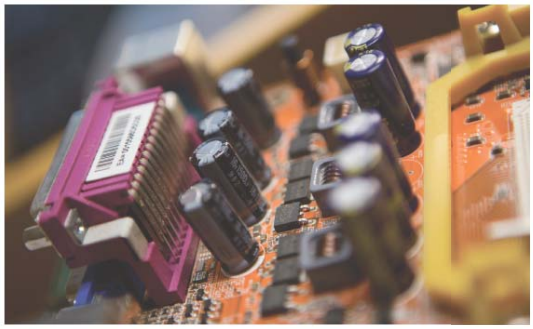


TECHNOLOGY
DEGREES AND PROGRAMS

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

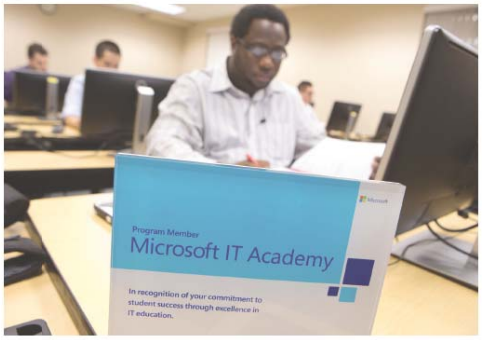
CERTIFICATES
Help Desk Support Specialist
Cybersecurity
Computer Support
Cisco Certified Network Associate
Linux System Administrator
Microsoft Certified Solutions Associate
Computer Programmer
Computer Programming Specialist
Web Development Specialist

TECHNOLOGY CAREER OUTLOOK

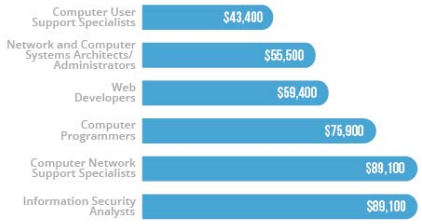
Employment for computer and information technology occupations is projected to grow 12% nationally through 2024, faster than the average for all occupations. These occupations will add about 488,500 new jobs to the economy, for a total of 4.4 million jobs.

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



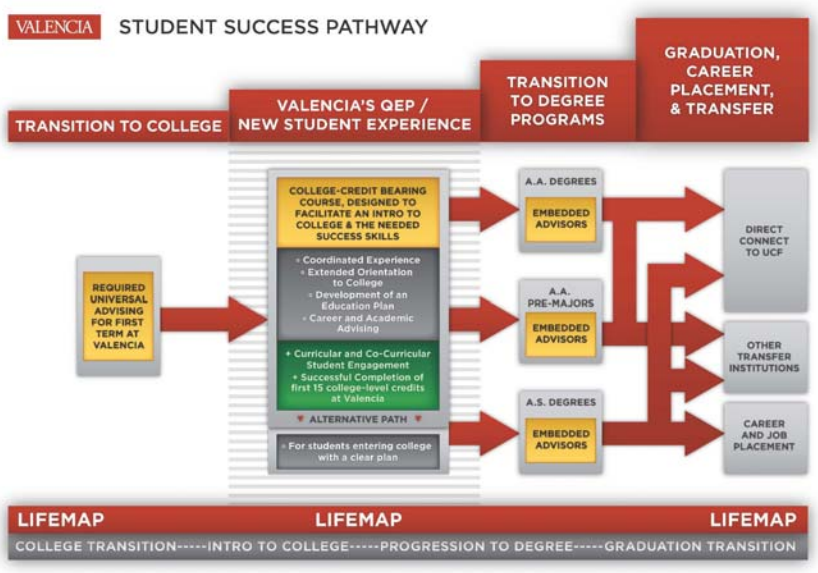
AWARD-WINNING

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

The New Student Experience



The New Student Experience

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.

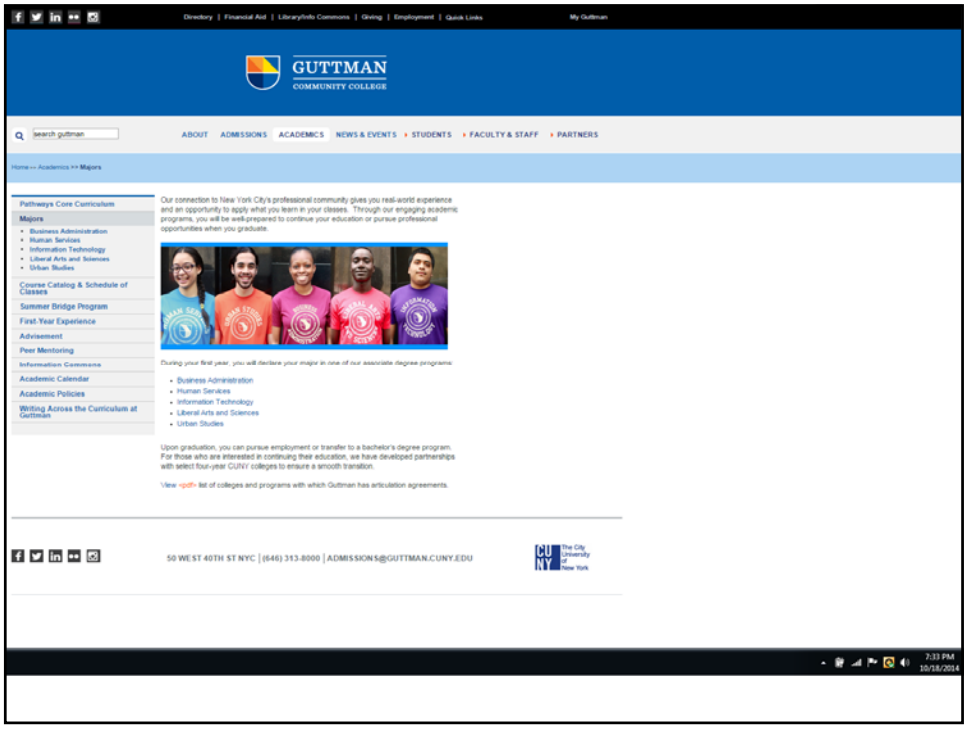
Pathway: Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values.

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.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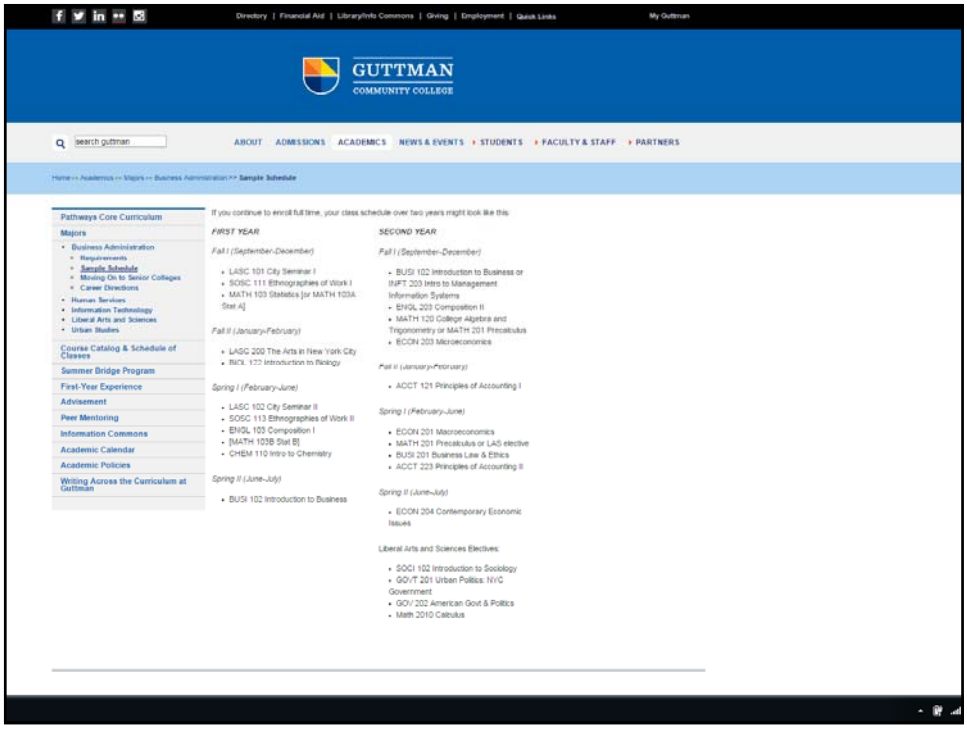
Writing Across the Curriculum at Guttman
Our connection to New York City's professional community gives you real-world experience and an opportunity to apply what you learn in your classes. Through our engaging academic programs, you will be well-prepared to continue your education or pursue professional opportunities when you graduate.
During your first year, you will declare your major in one of our associate degree programs:
Business Administration
Human Services
Information Technology
Liberal Arts and Sciences
Urban Studies
Upon graduation, you can pursue employment or transfer to a bachelor's degree program. For those who are interested in continuing their education, we have developed partnerships with select four-year CUNY colleges to ensure a smooth transition.
View <pdf> list of colleges and programs with which Guttman has articulation agreements.
50 WEST 40TH ST NYC | (646) 313-8000 | ADMISSIONS@GUTTMAN.CUNY.EDU
CUNY The City University of New York
7:33 PM
10/18/2014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Academic Policies
Writing Across the Curriculum at Guttman
If you continue to enroll full time, your class schedule over two years might look like this:
FIRST YEAR
Fall I (September–December)
LASC 101 City Seminar I
SOSC 111 Ethnographies of Work I
MATH 103 Statistics [or MATH 103A Stat A]
Fall II (January–February)
LASC 200 The Arts in New York City
BIOL 122 Introduction to Biology
Spring I (February–June)
LASC 102 City Seminar II
SOSC 113 Ethnographies of Work II
ENGL 103 Composition I
[MATH 103B Stat B]
CHEM 110 Intro to Chemistry
Spring II (June–July)
BUSI 102 Introduction to Business
SECOND YEAR
Fall I (September–December)
BUSI 102 Introduction to Business or INFT 203 Intro to Management Information Systems
ENGL 203 Composition II
MATH 120 College Algebra and Trigonometry or MATH 201 Precalculus
ECON 203 Microeconomics
Fall II (January–February)
ACCT 121 Principles of Accounting I
Spring I (February–June)
ECON 201 Macroeconomics
MATH 201 Precalculus or LAS elective
BUSI 201 Business Law & Ethics
ACCT 223 Principles of Accounting II
Spring II (June–July)
ECON 204 Contemporary Economic Issues
Liberal Arts and Sciences Electives:
SOCI 102 Introduction to Sociology
GOVT 201 Urban Politics: NYC Government
GOV 202 American Govt & Politics
Math 2010 Calculus

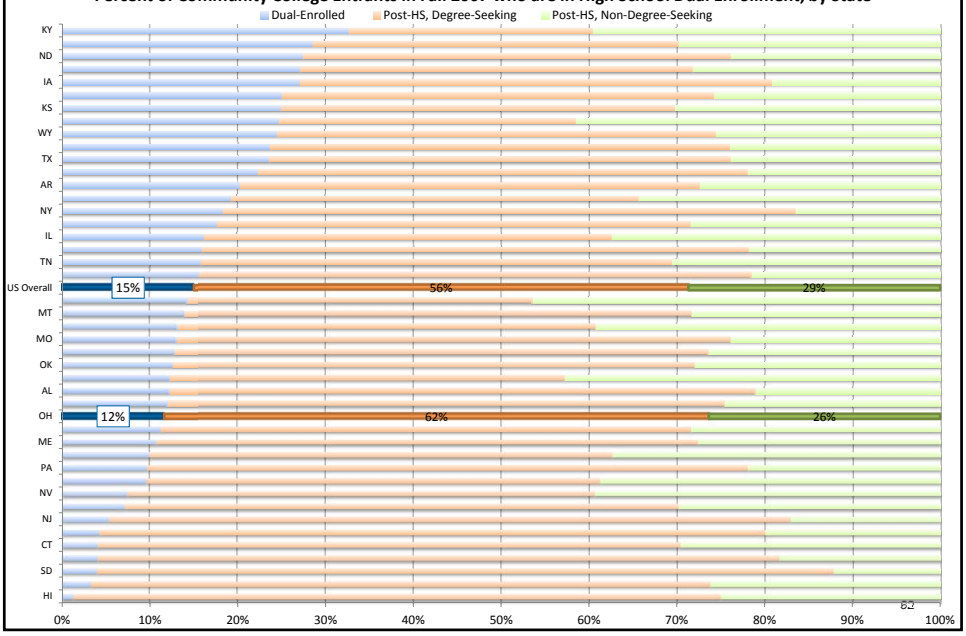
Ethnographies of Work II

- Conduct in-depth investigations of specific occupations and careers of interest
- Analyze data on trends involving salaries, benefits, entry-level requirements, hiring forecasts, geographic saturation, diversity, and promotion opportunities
- Work on effective verbal and written communication, meeting the expectations of the wired office, and establishing professional relationships
- Add reflections to the ethnographic report written in Ethnographies of Work I about the journey of deciding on a career path

GUTTMAN COMMUNITY COLLEGE

- CUNY three year graduation rate for first-time full-time students—14%
- Guttman three year graduation rate—49%

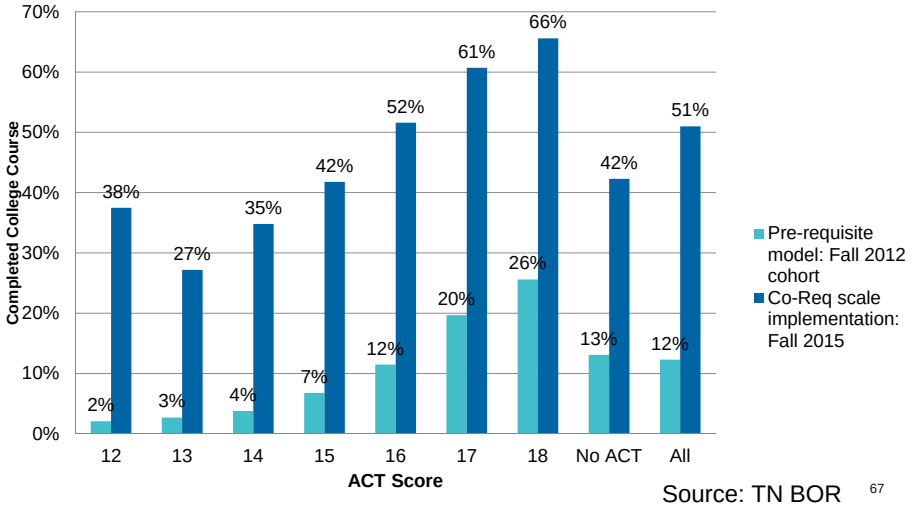
Source: Stuart Cochran, GCC



Next Frontier:
Accelerating Program Entry

Accelerating College Entry

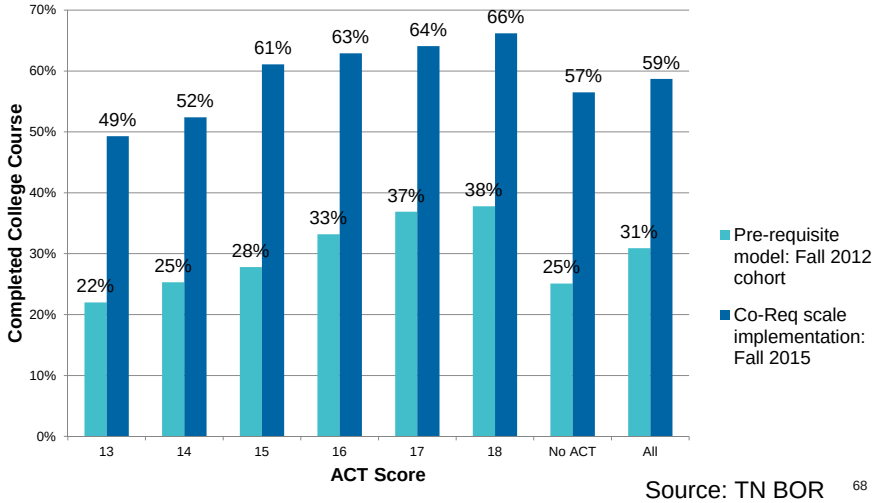
TN Dev Ed Co-Requisite Fall 2015 Scale Implementation Results: Math



Source: TN BOR

Accelerating College Entry

TN Dev Ed Co-Requisite Fall 2015 Scale Implementation Results: English



Source: TN BOR

Co-Req Cost Analysis

Cost-Effectiveness of Co-Requisite Remediation
Tennessee Community Colleges, Scale Implementation, Fall 2015

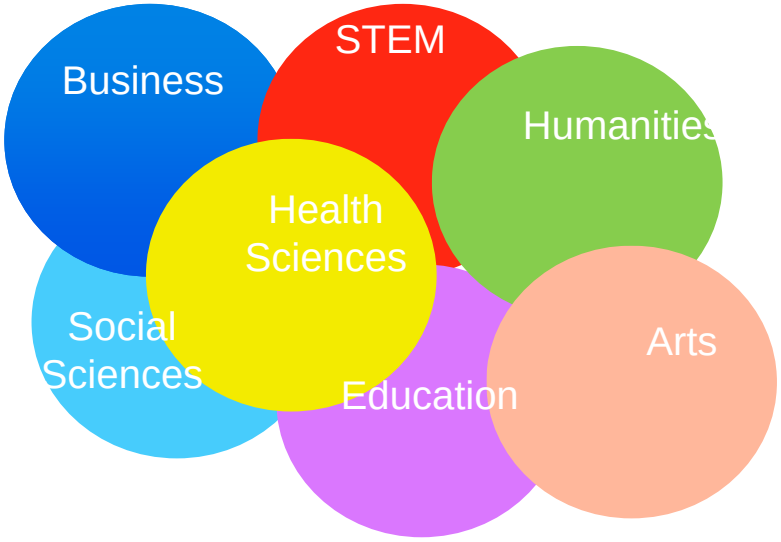
	Math		Writing	
	Prerequisite Model	Corequisite Model	Prerequisite Model	Corequisite Model
New remedial students (per year per college)	400	400	270	270
Avg. cost per student	$955	$1,965	$1,151	$1,954
College-level gateway course completion rate	12%*	51%**	31%*	59%**
Avg. cost per successful student	$7,720	$3,840	$3,750	$3,350
Efficiency gain		+50%		+11%

* One year rate. **One term rate.

Source: Belfield, Jenkins, Lahr (2016).

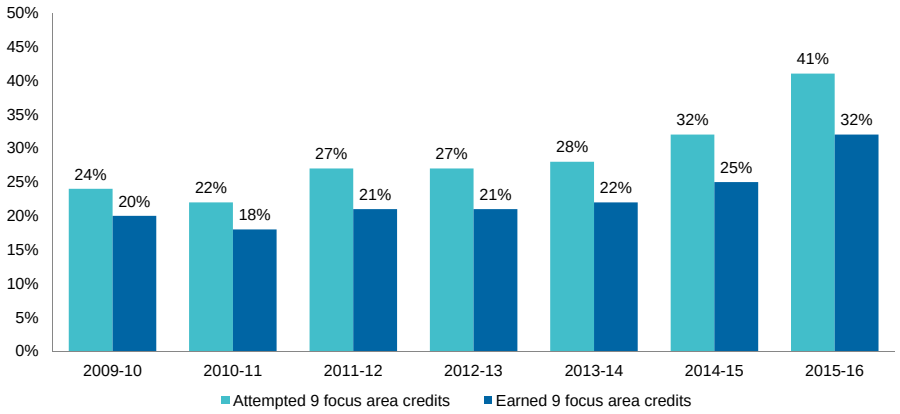
Guttman CC's developmental education

Tennessee Academic Focus Areas



Accelerating Program Entry

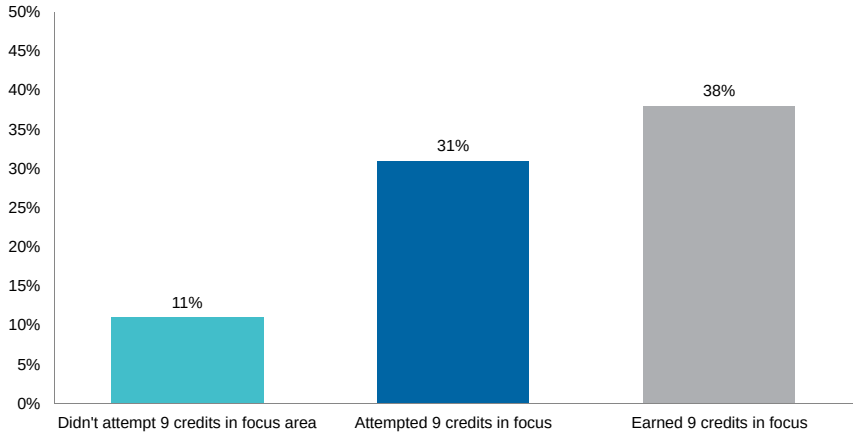
Focus Area Course First-Year Attempt and Completion Rates: FTEIC TN Community College Students



Source: Tristan Denley, TN Board of Regents.

Accelerating Program Entry

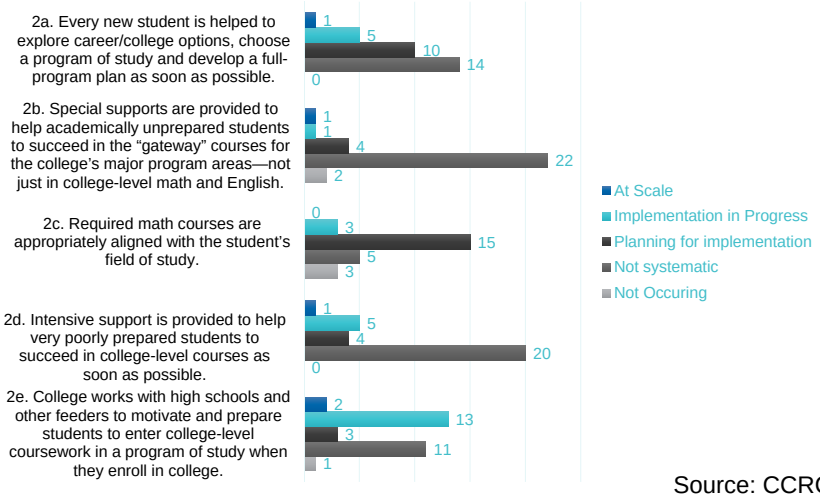
Six-Year Graduation Rates: FTIEC Tennessee Community College Students By Focus Area Courses Attempted/Completed in First Year



Source: Tristan Denley, TN Board of Regents.

AACC Pathways Colleges: Scale of Guided Pathways Essential Practices

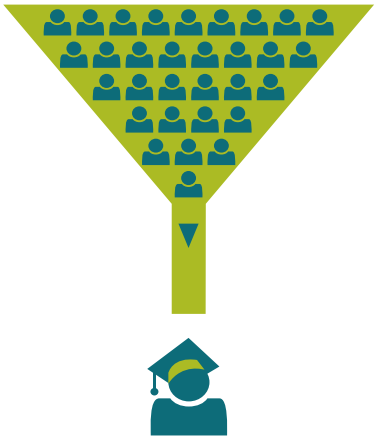
Helping students enter a pathway



Source: CCRC, Mar

Next Frontier:
Strengthening Transfer Outcomes

We tracked **720,000** community college students who started in the fall of 2007 in pursuit of a college credential



Only 100,000 earned a bachelor's after 6 years

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Too few students manage to make the leap

Just **33%** of students who started community college in fall of 2007 transferred to a four-year school

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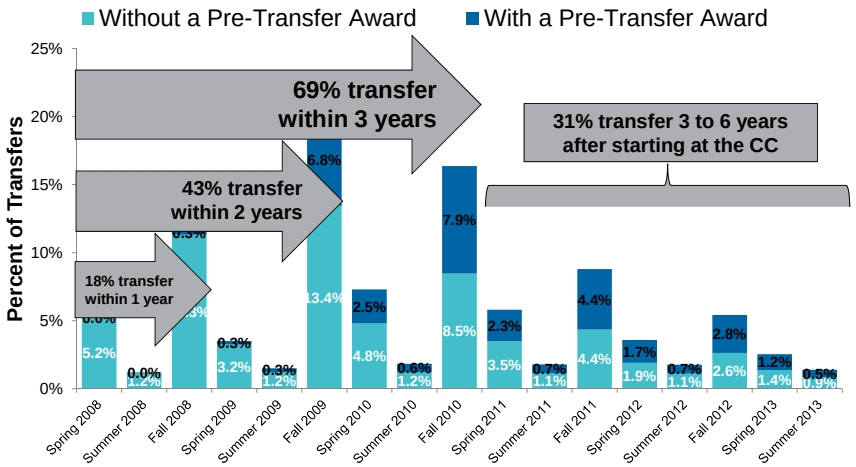
National Fall 2007 Degree-Seeking CC Entrants who Transferred within Six Years

N = 230K Transfer Students

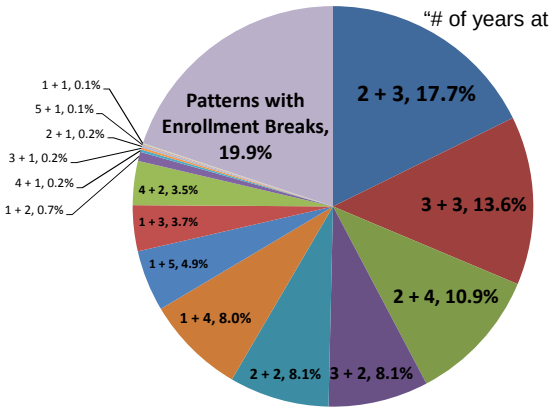


Transfer Arrival at Four-year Colleges: Earliest Transfer Term

Unique Enrollment Sequences among ~100K Bachelor's Degree Completers from the Fall 2007 CC Cohort

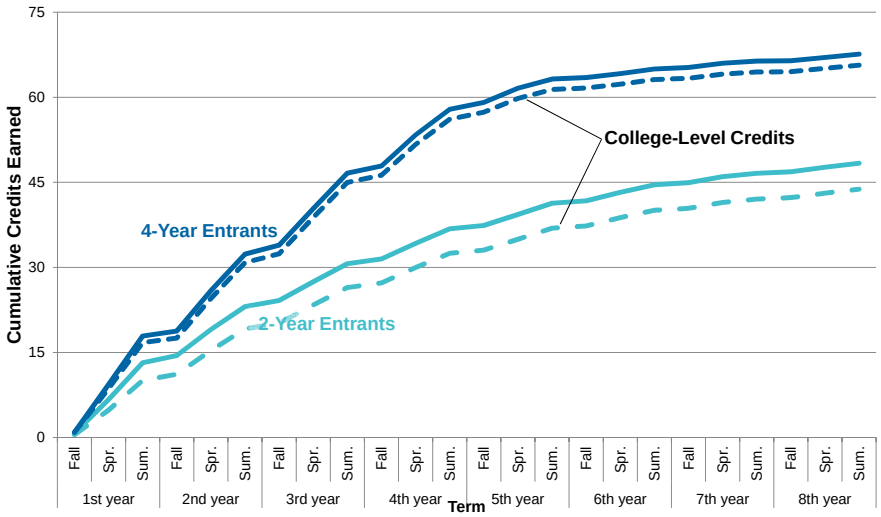
General Patterns, Based on Highest College Attended Each Year

"# of years at CC" + "# of years at 4yr"



*Enrollment Breaks defined as at least one year with no college enrollment in both fall and spring terms

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



Source: Xu, Jaggars, & Fletcher, 2016.

Even when they transfer, we're still failing them

Of the students who successfully transferred, **only 42%** went on to get a bachelor's within 6 years of starting

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Barriers to Transfer Success

- A majority of transfer intending students never transfer
- Lack of early momentum
  - CC students accrue college credits more slowly
- Lack of clear paths to transfer
  - No well-trodden path, early transfer the norm
- Loss of credits
  - Less than 60% transfer most of their credits; 2.5 times more likely to complete bachelor's
  - CC transfer graduates have more excess credits

*The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges**

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

State	Community College	Universities
Colorado	• Front Range CC	• Colorado State University
Connecticut	• Manchester CC	• Eastern Connecticut State U
Florida	• Broward College	• Florida International U • Florida Atlantic U
Louisiana	• LSU-Eunice	• U of Louisiana - Lafayette
Mass.	• Holyoke CC	• U Mass Amherst
Washington	• Everett CC	• University of Washington • Western Washington U

* Wyner, Deane, Jenkins & Fink, May 2016.

Essential Community College Transfer Practices

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

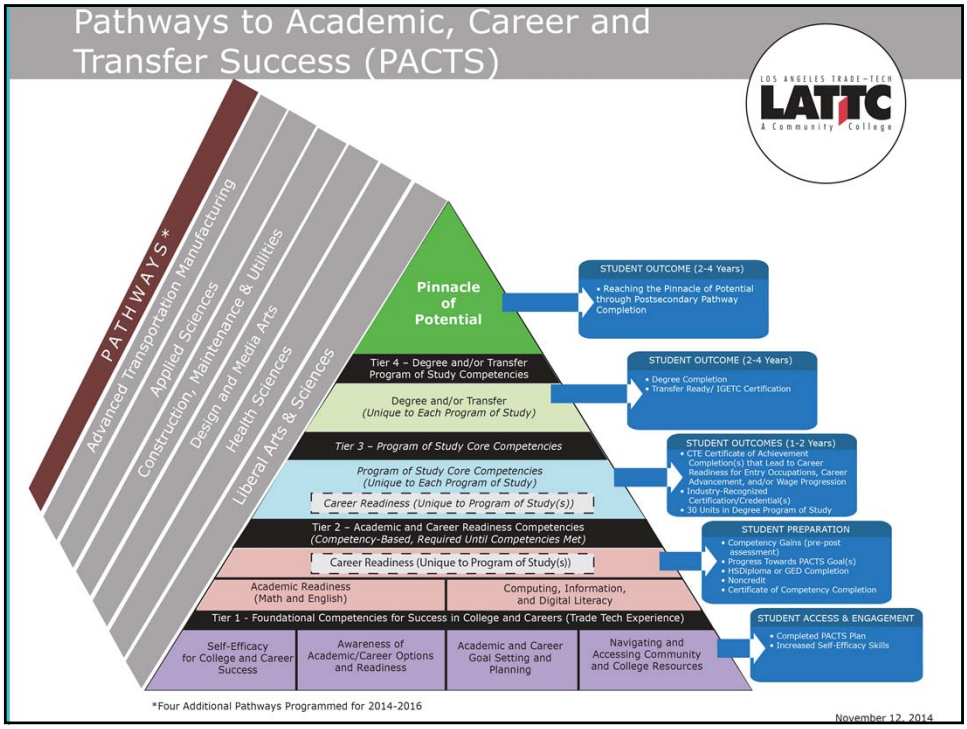
1. Prioritize transfer student success
2. Create clear program pathways with aligned high quality instruction
3. Provided tailored transfer student advising
4. Build strong transfer partnerships

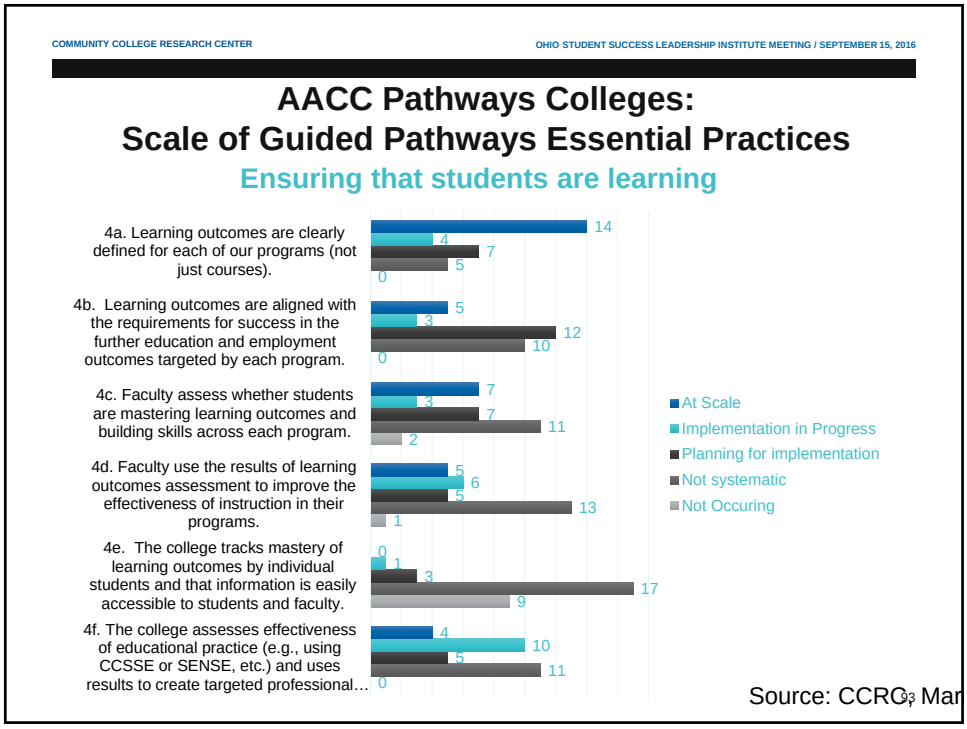
* Wyner, Deane, Jenkins & Fink, May 2016.

COMMUNITY COLLEGE RESEARCH CENTER
OHIO STUDENT SUCCESS LEADERSHIP INSTITUTE MEETING / SEPTEMBER 15, 2016

Next Frontier:

Ensuring Students are Learning

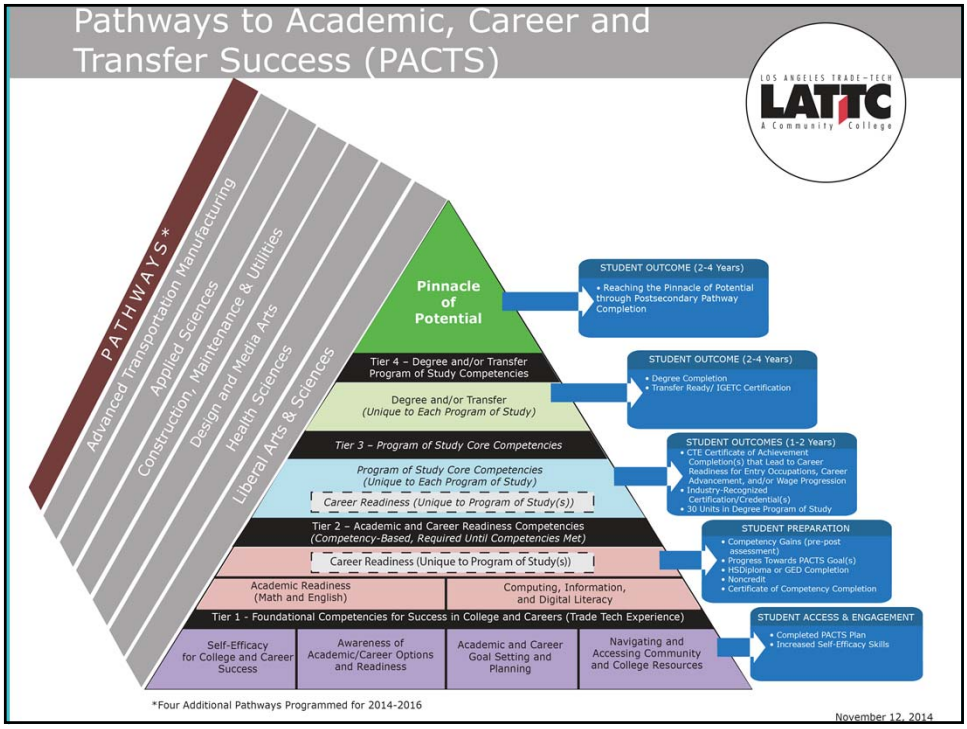

Pathways to Academic, Career and Transfer Success (PACTS)
LOS ANGELES TRADE-TECH LATTC A Community College
PATHWAYS*
Advanced Transportation Manufacturing
Applied Sciences
Construction, Maintenance & Utilities
Design and Media Arts
Health Sciences
Liberal Arts & Sciences
Pinnacle of Potential
Tier 4 – Degree and/or Transfer Program of Study Competencies
Degree and/or Transfer (Unique to Each Program of Study)
Tier 3 – Program of Study Core Competencies
Program of Study Core Competencies (Unique to Each Program of Study)
Career Readiness (Unique to Program of Study(s))
Tier 2 – Academic and Career Readiness Competencies (Competency-Based, Required Until Competencies Met)
Career Readiness (Unique to Program of Study(s))
Academic Readiness (Math and English)
Computing, Information, and Digital Literacy
Tier 1 - Foundational Competencies for Success in College and Careers (Trade Tech Experience)
Self-Efficacy for College and Career Success
Awareness of Academic/Career Options and Readiness
Academic and Career Goal Setting and Planning
Navigating and Accessing Community and College Resources
STUDENT OUTCOME (2-4 Years)
• Reaching the Pinnacle of Potential through Postsecondary Pathway Completion
STUDENT OUTCOME (2-4 Years)
• Degree Completion
• Transfer Ready/ IGETC Certification
STUDENT OUTCOMES (1-2 Years)
• CTE Certificate of Achievement Completion(s) that Lead to Career Readiness for Entry Occupations, Career Advancement, and/or Wage Progression
• Industry-Recognized Certification/Credential(s)
• 30 Units in Degree Program of Study
STUDENT PREPARATION
• Competency Gains (pre-post assessment)
• Progress Towards PACTS Goal(s)
• HSDiploma or GED Completion
• Noncredit
• Certificate of Competency Completion
STUDENT ACCESS & ENGAGEMENT
• Completed PACTS Plan
• Increased Self-Efficacy Skills
*Four Additional Pathways Programmed for 2014-2016
November 12, 2014


COMMUNITY COLLEGE RESEARCH CENTER
OHIO STUDENT SUCCESS LEADERSHIP INSTITUTE MEETING / SEPTEMBER 15, 2016
AACC Pathways Colleges:
Scale of Guided Pathways Essential Practices
Ensuring that students are learning
4a. Learning outcomes are clearly defined for each of our programs (not just courses).
14
4
7
5
0
4b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
5
3
12
10
0
4c. Faculty assess whether students are mastering learning outcomes and building skills across each program.
7
3
7
11
2
4d. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs.
5
6
5
13
1
4e. The college tracks mastery of learning outcomes by individual students and that information is easily accessible to students and faculty.
0
1
3
17
9
4f. The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses results to create targeted professional…
4
10
5
11
0
At Scale
Implementation in Progress
Planning for implementation
Not systematic
Not Occuring
Source: CCRC, Mar

Guided Pathways Takeaways

- Restructuring taking account of the entire student experience, not just a segment
- Build reform around simplified and coherent college level programs of study, including transfer
- Redesign intake with goal of helping students choose and successfully enter a POS

94



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