CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Rethinking Community College Design
Early Insights from Pathways and iPASS Colleges
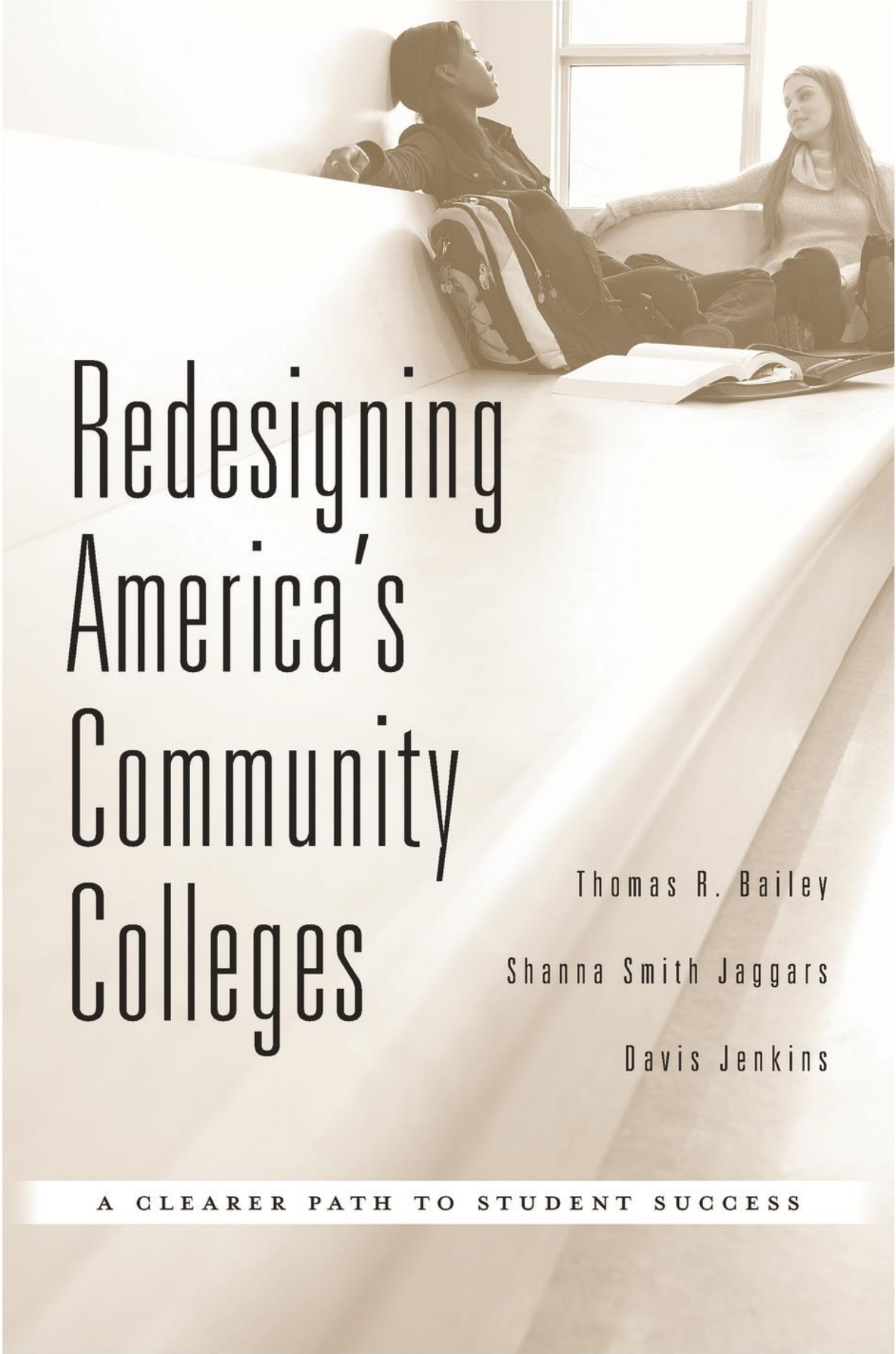
AACC Annual Convention

New Orleans, LA

April 25, 2017

Hana Lahr

John Fink

Serena Klempin, Community College Research Center

Dr. Jeff Rafn, Northeast Wisconsin Technical College

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*

Guided Pathways: Planning, Implementation, Evaluation

AACC Pathways

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
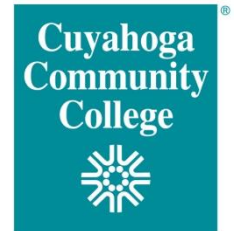
ENSURE STUDENTS ARE LEARNING

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

AACC Pathways Project Colleges

Research Methods

- Colleges filled out CCRC "Scale of Adoption Assessment" (spring and fall 2016)

- Follow-up calls with all 30 colleges (fall 2016)

- 2-day site visits to 6 colleges (fall 2016)

  – Individual interviews & focus groups

College	Interviews	Focus Group Participants			Total
		Faculty	Advisors	Students	
Cleveland State Community College	7	5	0*	15	27
Community College of Philadelphia	18	6	6	7	37
Front Range Community College	27	7	4	8	46
Indian River State College	23	6	7	6	42
Jackson College	17	7	7	5	36
San Jacinto College	38	9	6	7	60
Total	**130**	**40**	**30**	**48**	**248**
*At Cleveland State, faculty serve as academic advisors.					

Research Framework

- **Pathways Adoption (the "what")**
  - Based on CCRC research on guided pathways
    - Mapping pathways to student end goals
    - Helping students choose and enter a path
    - Helping students stay on a path….and finish strong
    - Ensuring that students are learning

- **Pathways Implementation (the "how")**
  - Kotter's 8-step "change leadership" process
    - Creating a climate for change
    - Engaging and enabling the whole organization
    - Implementing and sustaining change

Guided Pathways Scale of Adoption

CCRC COMMUNITY COLLEGE RESEARCH CENTER
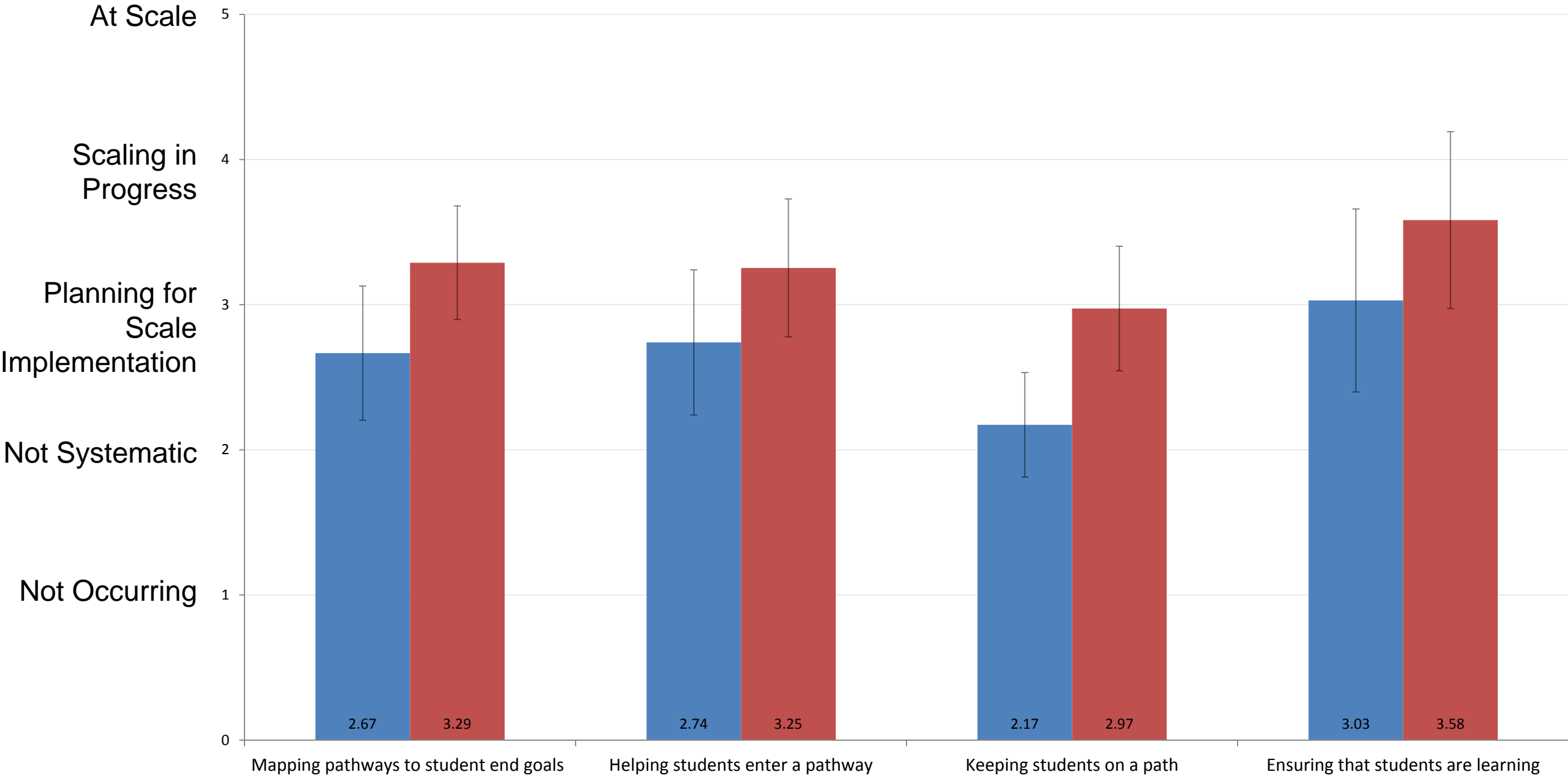TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Guided Pathways Essential Practices	Scale of Adoption at Our College	Steps Needed to Implement Practice at Scale
4. ENSURING THAT STUDENTS ARE LEARNING a. Learning outcomes are clearly defined for each of the college's programs (not just courses).	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•
b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•
c. Faculty assess whether students are mastering learning outcomes and building skills across each program.	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•
d. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•
e. The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.	☐ Not following ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	•

AACC Pathways Colleges Progress in Adopting Guided Pathways Practices, March – September 2016

Average Scale of Adoption Assessment Ratings

■ March 2016 Assessment   ■ September 2016 Assessment

	Mapping pathways to student end goals	Helping students enter a pathway	Keeping students on a path	Ensuring that students are learning
March 2016	2.67	2.74	2.17	3.03
September 2016	3.29	3.25	2.97	3.58

Y-axis labels: At Scale (5), Scaling in Progress (4), Planning for Scale Implementation (3), Not Systematic (2), Not Occurring (1)

Rethinking **Mapping Programs**

From: *To:*

Career programs vs. academic transfer programs   →   **Academic / career communities ("meta-majors")**

A lá carte courses (distribution requirements and electives)   →   **Program maps with course sequences, critical courses, co-curricular requirements**

Algebra as default math path   →   **Program/field-specific math paths**

Certificates vs. degrees   →   **Degree pathways with embedded certificates/certifications**

Northeast Wisconsin Technical College

Admissions Programs Student Experience Business & Industry

Programs / Fields of Interest

Programs

Agriculture, Food & Natural Resources ∧
- Program Details ∨
- Agribusiness Systems ∨
- Environmental Service Systems ∨
- Food Products and Processing Systems ∨
- Maintenance and Operations ∨
- Natural Resources Systems ∨
- Plant Systems ∨

Architecture & Construction ∧
- Program Details ∨
- Construction ∨
- Design and Pre-Construction ∨
- Engineering and Technology ∨
- Maintenance and Operations ∨

Business ∧
- Program Details ∨
- Administrative and Information Support ∨
- Business Financial Management ∨
- Distribution and Logistics ∨
- Human Resources ∨
- Lodging ∨
- Management ∨
- Marketing Communications and Promotion ∨

Digital Arts ∧
- Audio and Video Technology and Film ∨
- Printing Technology ∨
- Visual Arts ∨

Energy ∧
- Construction ∨
- Maintenance and Operations ∨
- Natural Resources Systems ∨
- Program Details ∨

General Studies & Transfer ∨

Health Sciences ∧
- Program Details ∨
- Diagnostic Services ∨
- Health Informatics ∨
- Support Services ∨
- Therapeutic Services ∨

Human Services & Education ∨

Information Technology ∨

Law, Public Safety and Security ∨

Manufacturing ∨

Science, Technology, Engineering and Mathematics ∨

Northeast Wisconsin Technical College

Admiss...

Programs / Fields of Interest / Agriculture & Natural Re...

Fields of Interest

Fields of Interest ∧

Agriculture, Food & Natural Resources ∧
- Program Details ∨
- Agribusiness Systems ∨
- Environmental Service Systems ∨
- Food Products and Processing Systems ∨
- Maintenance and Operations ∨
- Natural Resources Systems ∨
- Plant Systems ∨

Architecture & Construction ∨

Business ∨

Digital Arts ∨

Energy ∨

General Studies & Transfer ∨

Health Sciences ∨

Human Services & Education ∨

Information Technology ∨

Law, Public Safety and Security ∨

Manufacturing ∨

Science, Technology, Engineering and Mathematics ∨

Transportation, Distribution & Logistics ∨

New Programs
All Programs
Degrees
Technical Diplomas
Certificates
Apprenticeship
K-12 Relations ∨
Transfer Opportunities ∨
Ways of Learning ∨
College Catalogs ∨

Northeast Wisconsin Technical College

Admissions Programs Student Experience Business & Industry About NWTC

Programs / Fields of Interest / Agriculture, Food & Natural Resources / Solar Energy Technology

- Solar Energy Technology Program Code 104824

Program Code: 104824

The Solar Energy Technology program provides a skilled workforce of installers, designers, and technical sales personnel who are able to assess sites; design systems; and install, operate, and maintain solar electric and solar thermal systems for residential and commercial applications in the growing renewable energy industry. Potential employment possibilities will be with existing solar, electrical and mechanical contractors to help expand their offerings of solar energy technologies. Other possible areas of employment are with energy consulting firms, design firms and utilities. With additional education and experience, graduates can expand their careers to energy analyst, journeyperson electrician/plumber, project manager, energy engineer, and environmental consultant.

Follow Your Path

All credits from the following certificate(s) apply toward this associate degree:

· Renewable Energy-Solar Electric, 904821

· Renewable Energy-Solar Thermal, 904822

📍 Explore Locations

👤 Meet Your Admission Specialists

📄 Program Costs & Financial Aid

∨ What careers are in my future?

∨ How do I get started in this program?

∨ What will I learn?

∨ What's next after graduation?

∨ What else do I need to know about the program?

Solar Energy Technology
- Renewable Energy - Solar Electric
- Renewal Energy - Solar Thermal

🖥 Apply Now »

Average Starting Salary:

$39,312.00

FT Median Annual Wage - Learn more »

Job Openings:

3

Learn more »

METER Scholarship Application »

If you qualify, the scholarship program will pay tuition above what you are awarded by FAFSA grants. 92 scholarships are available. Apply Now!

View the Energy Education Center »

See a 360 degree view of the NWTC Great Lakes Energy Education Center where energy technicians are trained.

🔲 Vineyard Management
🎓 Vineyard Management (Viticulture)

PIERCE COLLEGE
CELEBRATING 50 YEARS OF REALIZING POSSIBILITIES
1967 – 2017

Shortcuts ...   Search Pierce College ... **go**

ADMISSIONS   **ACADEMICS**   **AFFORDABILITY**   **RESOURCES**   **STUDENT LIFE**   **ABOUT PIERCE**

Career Pathways - Home

- Pathways Home
- High School POSTs

WHAT IS A CAREER PATHWAY?

A Career Pathway is the education and training required along with the expected achievement in a certain industry or occupation.

WHAT IS A CAREER PATHWAY ROADMAP?

A Roadmap is a graphic display of a Career Pathway with links to resources and study that:

1. Fits their interests, skills, and values,

2. Meets their financial needs and goals, and

3. Provides the best job prospects and future career advancement opportuniti

i. Professional/Technical Programs
ii. University Transfer
iii. VIE-25 Military Pathways

Professional/Technical Roadmaps

Accounting

Business

Business Technology (BTECH)

Computer Information Systems

Computer Network Engineering

Construction Management

Criminal Justice

Dental Hygiene

Digital Design

Early Childhood Education

Emergency Medical Services

Fire Command and Administration

Homeland Security Emergency Management (HSEM)

Kinesiology

Nursing

Occupational Safety and Health

Physical Therapist Assistant

Project Management

Social Service Mental Health

Veterinary Technology

University Transfer Roadmaps

Associate of Arts (AA-DTA)

Associate of Science (AS-T) Track 1

Associate of Science (AS-T) Track 2

Biology (DTA/MRP)

Business (DTA/MRP)

Computer Science (AS-T2/MRP)

Construction Management (DTA/MRP)

Math Education (DTA)

Pre-Nursing (DTA/MRP)

VIE-25 Military Pathways

Top Industry Overview

Business

Emergency Medical Services

Homeland Security Emergency Management

Nursing

BROUGHT TO YOU BY:

WA Career Paths

ADMISSIONS   ACADEMICS   AFFORDABILITY   RESO

Career Pathways - Business Roadmap

- Pathways Home
- High School POSTs

Pierce College CAREER**PATHWAYS** Bus
Career Cluster: Business Management and Administra

BUSINESS

Program Details

Program Outcomes

Annette Sawyer-Sisseck (PY)
Program Navigator
253-864-3362

Did you know Pierce has two business degree options?
Make sure this is the **RIGHT PROGRAM** for you.

CAREER EXPLORATION & EMPLOYMENT

What can I do in this career field?

O*NET OnLine

Is this a growing career field in WA?

Employment Security Department

Is this career field right for me?

Washington Career Bridge

Will this career field meet the needs of my family?

Receive support from:

Job and Career Connections Office

to access and use:

WOIS/The Career Information System

Career Cruising

WORKSource

CERTIFICATES

- **Business -** *53 credits*
- **Sales -** *46-48 credits*
- **Marketing -** *46-48 credits*
- **HR Management -** *56-58 credits*
- **Entrepreneurship -** *51-53 credits*
- **Customer Service -** *46-48 credits*
- **Retail Management -** *51-53 credits*
- **Project Management -** *28-30 credits*
- **Fashion Merchandising -** *56-58 credits*
- **Social Media Marketing -** *39 credits*
- **Supervision & Management -** *51-53 credits*

Courses in these certificates apply towards Associate Degree

2 YR DEGREES
Associate Degree in Business
Degree Plan: 99-111 credits

Better Employability & Higher Wages

ARTICULATED 4 YR DEGREES

Central Washington University
@ Pierce College   **ITAM**   **Business**

The Evergreen State College

Brandman University

Washington State University
(Fashion Merchandising)

City University (Marketing)

Western Governors University

Devry University

University of Maryland University College

Eastern Oregon University

JOB OUTLOOK AND WAGES
- Sales Person
- Marketing Specialist
- HR Specialist
- Personnel Assistant
- Payroll Clerk
- Customer Service Representative
- Supervisor (Retail)
- Project Manager
- Merchandise Displayer
- Advertising Specialist
- Supervisor (Non-Retail)
- Department Manager

JOB OUTLOOK AND WAGES
- Sales Manager
- General Manager
- Assistant Manager
- Operations Manager
- Marketing Specialist
- Marketing Manager
- Public Relations Manager
- Marketer
- HR Assistant
- Lodging Manager
- Food Service Manager

JOB OUTLOOK AND WAGES
- Administrative Services Manager
- Sales Manager
- Public Relations & Fundraising Manager
- Marketing Manager
- Market Research Analyst
- Management Analyst
- HR Manager
- Budget Analyst

RELATED PROGRAMS   Accounting   **Business Tech**   **Business Transfer**

PLEASE SEND COMMENTS OR CORRECTIONS TO:
Roadmap Helpdesk
Non-Discrimination Policy: The Pierce College District does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, gender, marital status, disability, or status as a disabled or Vietnam era veteran.

BROUGHT TO YOU BY:
Career Paths
wacareerpaths.com

CAREER EXPLORATION & EMPLOYMENT

What can I do in this career field?

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Employment Security Department

Is this career field right for me?

CERTIFICATES

- **Business -** *53*
- **Sales -** *46-48 c*
- **Marketing -** *46*
- **HR Managem**
- **Entrepreneurs**
- **Customer Ser**
- **Retail Manage**
- **Project Manag**
- **Fashion Merc**
- **Social Media**
- Supervision & Management

Shortcuts ...   Search Pierce College

ADMISSIONS   **ACADEMICS**   **AFFORDABILITY**   **RESOURCES**   **STUDENT LIFE**   **ABOUT PIERCE**

DTA Transfer Degrees - Math Education DTA Roadmap

Text-Only | Printable PDF

- Home
- Washington 45
- Advanced Placement
- Career Pathway

UNIVERSITY TRANSFER

Associate's Degree
- Associate of Arts (AA-DTA)
- Associate of Science (AS-T)

Biology
- Associate in Biology-DTA/MRP

Business
- Associate in Business-DTA

Construction Management
- Associate in Construction Management-DTA/MRP

Education
- Associate in Math Education - DTA

Health Science
- Associate in Pre-Nursing - DTA/MRP

📧 **LEARN MORE**

Request more information about Pierce College and our programs.

Request Information

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ce College CAREER**PATHWAYS** **University Transfer - Math Education**

r Cluster: Education an
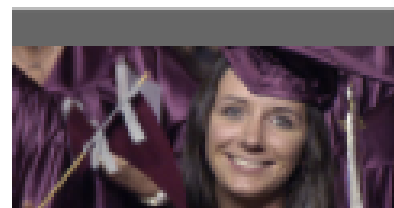
MATH EDUCA

Program Conta

Krissy Kim

Director of Education

253-964-654

Transfer Overview

Step-By-Step "How to Tr

Transfer Rights and Respo

CAREER EXPLORATION & EMPLOYMENT

What can I do in this career field?

O·NET OnLine

Is this a growing career field in WA?

CAREER EXPLORATION & EMPLOYMENT

What can I do in this career field?

O·NET OnLine

Is this a growing career field in WA?

Employment Security Department

Is this career field right for me?

Washington Career Bridge
Find the education & training you need to get the job you want

Will this career field meet the needs of my family?

Receive support from:

Job and Career Connections Office

to access and use:

WOIS/The Career Information System

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2 YR DEGREE

Associate in Math Education (DTA/MRP)

Course Worksheet: **95-100 Credits**

Sample **Two Year Degree Plan**

JOB OUTLOOK AND WAGES

Paraeducator

ARTICULATED 4 YR PATHWAYS

Public Schools

Central Washington University
@ Pierce,   Ellensburg

Eastern Washington University

Washington State University

Western Washington University

Private Schools

City University

★ ★ ★ ★ ★

DTA Guidelines Information

Articulation stipulations (See pg 18-21)

Contact the Transfer Office at your school of choice for transfer credit verification.

JOB OUTLOOK AND WAGES

Middle School Teachers

Secondary School Teachers

CERTIFICATION INFORMATION

WA Info ⇓

In general
More Education = More Earnings

...but not all degrees and jobs lead to equal earnings. Make sure to use the Career Exploration and job outlook

San Jacinto College:
Math R&D Team

Mathematical Skills Recommendation

Use this form to select the mathematics content MOST APPROPRIATE to the demands of your program. You may focus entirely on content, setting aside transfer considerations. Please complete this survey FOR EACH PROGRAM.

* Required

For which program are you completing the survey? *

Your answer

Email address of "point of conta

Your answer

Campus: *

North
Central
South
Maritime Training Facility

Which of the following best des

five. *

Summarize and interpret data.

Graph a large variety of algebra

Apply logic and reasoning to so

Model the real world, especially

Model the real world using prol

Apply common probability disti

Apply the theory of functions.

Reason using ratio and proporti

Use functions to model real wor

Create and interpret graphical/tabular representations of data.

Draw conclusions base

Apply solution method

Apply right triangle tri

No significant mathem

Required

Which of the following

future credentials? *

Our credentials are ter
at other institutions.

Our credentials could l

If we recommended a

something we should t

Your answer

Business Administration
Recommendation: MATH 1324 (Math for Business
Rationale: This course transfers and applies to asso
Comments:
- Results of the survey indicated that a blen
  MATH 1332 (Math for Liberal Arts) would l
  not serve students well in transfer.)

Business Management
Recommendation: MATH 1324 (Math for Business
Rationale: This course transfers and applies to asso
Comments:
- Results of the survey indicated that a blen
  MATH 1332 (Math for Liberal Arts) would l
  not serve students well in transfer.

Business Office Technology
Recommendation: MATH 1332 (Math for Liberal A
Rationale: This course was overwhelmingly favored
Comments:
- These are terminal technical credentials, s

Chemistry
Recommendation: MATH 1314 (College Algebra)
Rationale: Students must take physics as part of th
Comments:
- According to survey, faculty in this progran
  Elementary Statistics and Math for Liberal

Computer Information Technology
Recommendation: MATH 1332 (Math for Liberal A
Rationale: Program faculty identified skills in MATI
for their program. This is a terminal credential, so
Comments:
- Students seeking a bachelor's degree in re

Computer Programming
Recommendation: MATH 1332 (Math for Liberal A
Rationale: Program faculty identified skills in MATI
for their program. This is a terminal credential, so
Comments:
- Students seeking a bachelor's degree in re

Computer Science
Recommendation: MATH 1314 (College Algebra)
Rationale: Bachelor's degrees in this subject in UH system require Calculus. Program faculty are in agreement that MATH 1314 is the most appropriate mathematics course.
Comments: None

Computer Simulation
Recommendation: MATH 1332 (Math for Liberal Arts)
Rationale: Program faculty identified skills in MATH 1332 as the most appropriate prerequisites for their program. This is a terminal credential, so transfer is not an issue.
Comments:
- Students seeking a bachelor's degree in related fields should take MATH 1314.

Early Childhood – 6 Education
Recommendation: MATH 1314 (College Algebra)
Rationale: MATH 1314 is a prerequisite for other mathematics courses in this program—specifically, MATH 1350 and MATH 1351. Additionally, both UHD and UHCL require MATH 1314 for EC-6 education degrees.
Comments:
- UH Main does not accept MATH 1314 in this program. Such students need to take MATH 1332 (which transfers as MATH 1311 at UH Main). UH Main/Downtown does not accept MATH 1350 or MATH 1351 towards their teacher certification.

Engineering
Recommendation: MATH 1314 (College Algebra)
Rationale: This program requires Calculus, etc.
Comments: None

Engineering Graphics Design
Recommendation: MATH 1332 (Math for Liberal Arts)
Rationale: Program faculty identified skills in MATH 1332 as the most appropriate prerequisites for their program. These credentials are terminal so transfer is not an issue.
Comments: None

Geology
Recommendation: MATH 1314 (Math for Liberal Arts)
Rationale: MATH 1314 is a prerequisite for mathematics requirements for this program.
Comments:
- Program faculty selected skills from Elementary Statistics and Math for Liberal Arts instead of College Algebra skills; however, those courses would not allow students to make progress in this program.

Source: San Jacinto College

Rethinking **Student On-boarding**

From:
To:

Job/transfer support for near completers → **Career/college exploration and planning for all from the start**

Current semester schedule → **Full-program plan**

Academic assessment → **Holistic assessment**

Pre-requisite remediation → **Co-requisite academic support**

Algebra and English comp → **Critical program courses**

A lá carte dual HS credit → **Exploration of program pathways beginning in HS**

Jackson
COLLEGE

Student na

- "Whe
- "Wha
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- "Do
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- "Do
- "Are
- "Are

Student username:

Default password:

☐ Verify online ac
working for:
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____ E-m

☐ Update the stud
... progra
... home
... naviga

☐ Update the stud

☐ Update the Goo

☐ Add "AT" to PER

☐ CASM your conv

☐ If passed, grant t

☐ Approve course

*** WHEN FULLY CO

Navigator signature:

Notes:

_____

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Jackson Co

| Jackson College Pathways |
|---|
| **Business and Compu Technology**
 Careers in this path are rel to the business environme These include entrepreneu sales, marketing, computer/infor systems, finance, accounti personnel, economics, and management. |
| **Health Sciences**
 Careers in this path are rel to the promotion of health treatment of disease. Thes include research, preventi treatment, and related hea technologies. |
| **Human Services**
 Careers in this path are rel to economic, political, and social systems. These inclu education, government, law law enforcement, leisure a recreation, military, religion child care, social services, personal services. |

Jackson College Pathways with Michigan Career Pathways Information

Jackson College Pathways	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Education Required
Liberal Arts Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.	Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!	Advertising and Public Relations Creative Writing Film Production Foreign Languages Journalism Radio and TV Broadcasting	Journalism Graphic Arts Language Arts Fine Arts Courses (Arts, Drama, Music) Architectural Drafting and Design Sculpture Photography	Public Relations Executive *UG* Dancer *D* Film Producer *HS* Fashion Designer *UG* Journalist *UG* Radio and TV Broadcaster *HS*
Science, Engineering, and Math (STEM)	Do you love science, and understanding how things work? Do you like to invent and design things? Do you enjoy working with numbers and data? This could be the career path for you!	Life Sciences Physical Sciences Lab. & Medical Technology Computer Science Architecture Engineering and Related Technologies Math & Data Analysis	Biology Chemistry Physics/Astronomy Environmental Science Computer Science Engineering Mathematics	Physical Scientist Life Scientist Architect *G* Engineer *G* Chemical Engineer *UG* Software Engineer *UG* Web Designer Mathematician *G* Actuary *G*
Skilled Trades and Agriculture Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.	Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? Do you like to garden or mow the lawn? This may be the career path for you!	Precision Production Mechanics and Repair Manufacturing Technology Drafting Construction Agriculture	Drafting Science Robotics Machine Tools Physical Sciences/Physics Industrial/Mechanical Drafting Math Electronics Agriculture	Plumber *HS* Electrician *HS* Air Traffic Controller *HS* Auto Mechanic *HS* Draftsman *HS* Surveyor *HS* Geographer *UG* Farmer *HS* Landscaper *D*

Education Level Key: *High School Diploma: D, 1 to 2 Years Past High School: HS, Undergraduate Degree: UG, Graduate Degree: G*

Source: https://www.michigan.gov/documents/pathways_8310_7.html

Jackson College Student Planning
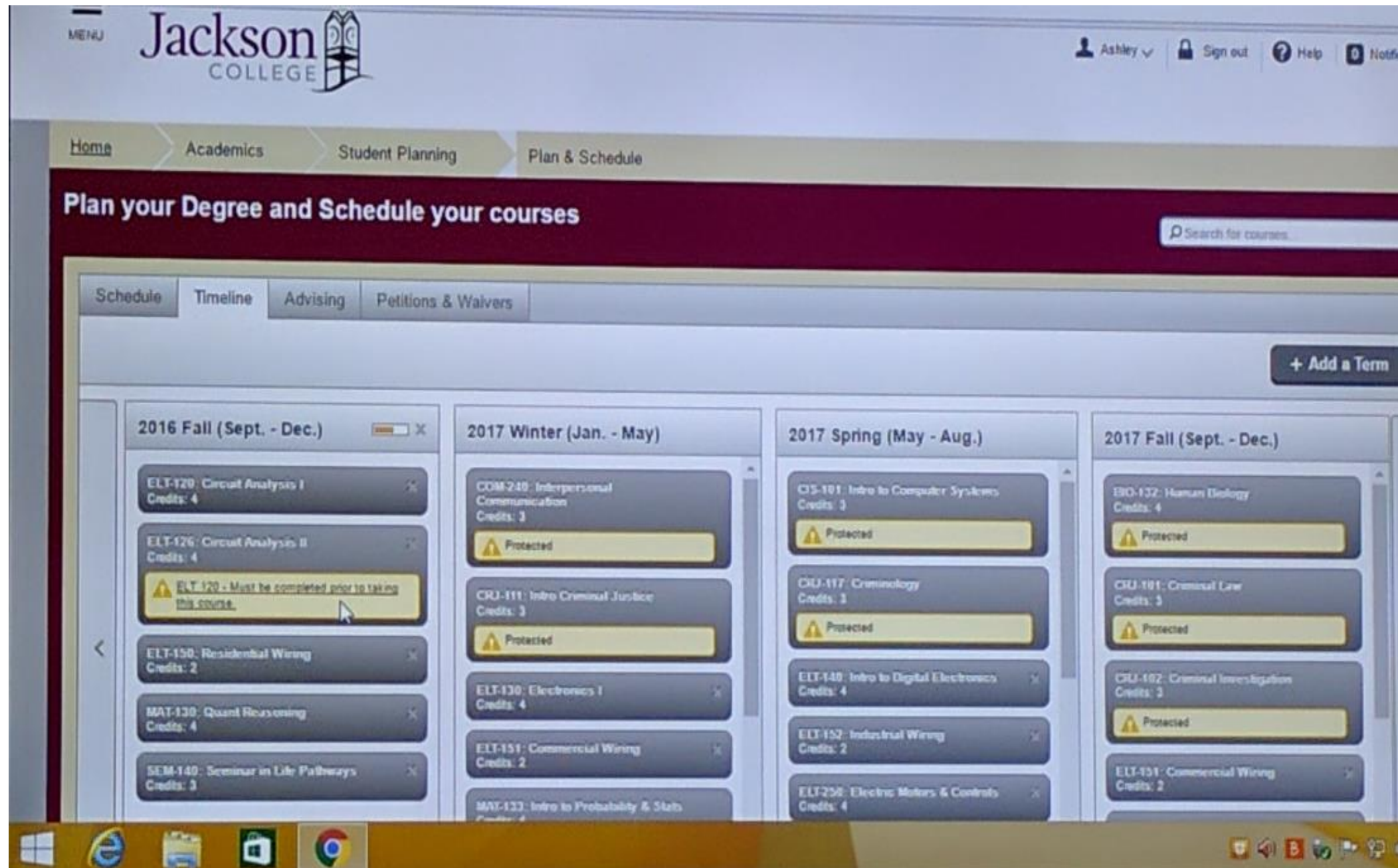
Using JetSTREAM to customize plan

What makes for a good plan?

✓ Covers *entire* program based on default program maps

✓ Customized for each student to account for:

- **prior credits** (dual enrollment, transfer, AP, etc.)
- educational **goals** and **personal interests**
- **transfer** destination and major
- **timeline** to completion

✓ Contains at least <u>1 program course in first term</u>, and <u>3 program courses in first year</u>

✓ Easily accessible by student, advisor, faculty

✓ Tied to scheduling/registration process and locked into student information system

All of the AACC Pathways colleges are experimenting with new and promising approaches to developmental education…

…but with a couple of notable exceptions, they have not yet connected these efforts to their guided pathways reforms at scale.

- Examples:
  - Cleveland State Community College (TN)
  - Stanly Community College (NC)
  - Wallace State Community College (AL)

Early evidence of impacts

Cleveland State Community College (TN):
Completion of Gateway Courses by FTEIC Students in 1 Year
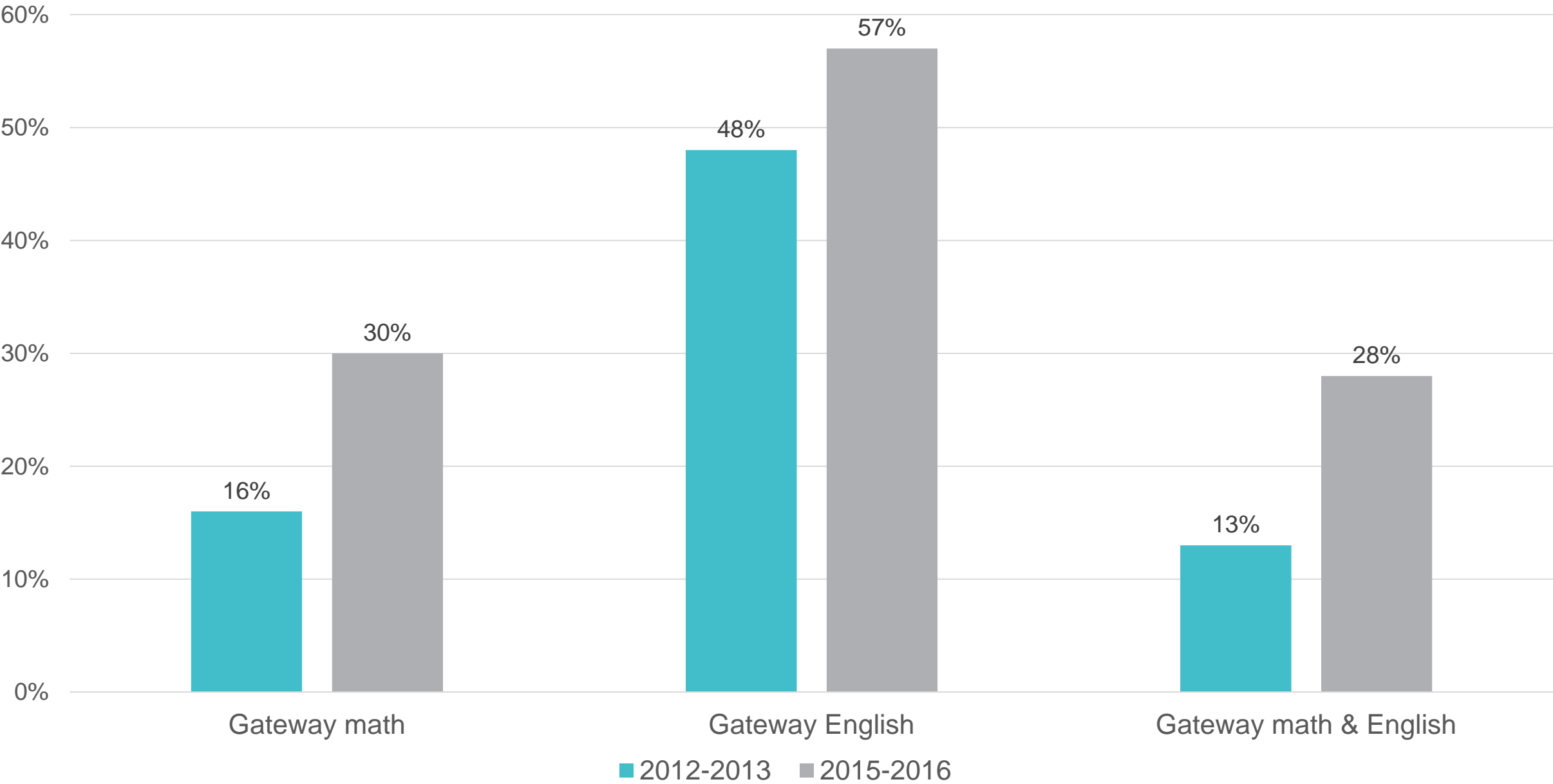
AACC colleges are beginning to build pathways down into high schools, starting with dual enrollment students

- Examples:
  - Indian River State College (FL)
    - "Great Explorations"
    - Required SLS 1000
    - Build an academic plan
  - Columbus State Community College (OH)
    - College Credit Plus
  - Pierce College (WA)
    - Career cruising
    - Washington Career Pathways

SHORTCUTS   A-Z DIRECTORY   STAFF DIRECTORY   MYPIERCE   CANVAS   INTRANET

PIERCE COLLEGE
possibilities. realized.

High School POSTs - C

Pierce College CAREERPATHWAYS
Career Cluster: Science, Technology, Engineering, an

Clover Park
School District

**Clover Park
High School**

Academic Graduation R
Core Cour

CTE COURSES
1. Introduction to Engineering
2. Priniciples of Engineering

CERTIFICATION OPPORTUNI
Precision Exam - 21s

Educati

PIERCE COLLEGE
Associate of Scien
(Transfer)

Please Send Comments or Corrections to: Roadma
Last Update: 10/2015

Clover Park
School District

Schools   Calendar

Department Pages

Career/Technical Education Home
Get Involved
Personalized Pathways
Dual Credit Classes
CTE Curriculum

Go to the Pathways Page

Clover Park SD CAREERPATHWAYS
Career Cluster: Education and Training

Clover Park
School District

Pe
Ed
Tr

**Clover Park
High School**

Academic Graduation Require
Core Courses

PERSONALIZED PATHWAY CTE COURSES
1) Early Childhood Education +
2) Careers in Education +

PE
CO
1)
2)

+ Qualifies for College Credit

CERTIFICATION OPPORTUNITIES
CPR
Precision Exam - 21st Cent

You Choose

Educatio

Bates
TECHNICAL COLLEGE
Early Childhood Education

CLOVER PARK
Early Care and Education

PIERCE COLLEGE
Early
Ed

Relat
Math
(Tr

Please Send Comments or Corrections to: Roadmap He

**Pierce College
CAREER PATHWAYS**
Career Cluster: Information Technology

Clover Park Personalized Pathway - Computer Science

Clover Park
School District

Personalized Pathway:
Computer Science

**Clover Park
High School**

**Lakes High
School**

**Harrison
Preparatory
School**

Academic Graduation Requirements
Core Courses

CTE COURSES
1. Exploring Computer Science (15/16)
2. Computer Science Principles (16/17) +

CTE COURSES
1. Exploring Computer Science (15/16)
2. Computer Science Principles (16/17) +

CTE COURSES
1. Exploring Computer Science (15/16)
2. Computer Science Principles (16/17) +

+ Qualifies for college credit

CERTIFICATION OPPORTUNITIES
Precision Exam

You Choose

PIERCE COLLEGE
possibilities. realized.

Computer Information Systems

Digital Design

Computer Science
(Transfer)

Please Send Comments or Corrections to: Roadmap Helpdesk
Last Update: 10/2015

CAREER EXPLORATION

What Can I do in this Career Field?

MY NEXT MOVE

Is this Career Field growing?

WA   U.S.

Employment Security Department

Will I like this Career Field?

o-net
Interest Profiler

See an Advisor for:

Career Cruising

Extension Activities

Hour of Code

STEM Fair

Prepare for your future!

Complimentary Pathways

Would you want to own your own IT business?

Business Administration
Marketing

Are you interested in other IT options?

Web Design

Information Support Services

Brought to you by:

wacareerpaths.com

What do students think about having a 'guided pathway'?

Student perspectives on program maps & educational planning

- One-on-one interviews with 149 students across four colleges in a large urban community college system

- Subset of questions asking students to react to guided pathway

- 48 students expressed a clear opinion about guided pathways

  – 37 students expressed something positive about GP, and

  – 4 students expressed a critique or downside of pathways.

  – 19 students expressed frustration related to implementation of GP

Student perspectives on program maps & educational planning

- Most students reacted *positively* to guided pathways:

  – Program maps *simplified* educational planning

  – Students felt *motivated* towards completion

  – Appreciation for *integrated supports* - advisors played an important role in helping make meaning of the educational planning processes

- A few students, however, voiced *concern* about guided pathways:

  – Possible *unintended consequences* of the reform's theoretical underpinnings (e.g., defaults, active choice, structure)

  – Challenges with *implementation*, e.g., confusion and technical glitches

Rethinking Student Advising

From: **To:**

Info "dump" at orientation   →   **JIT support for major decisions along the path**

Advising vs. teaching   →   **Advisors teach and faculty advise**
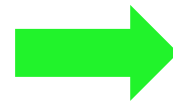
Full-time vs. part-time   →   **On-plan vs. off-plan**

Scheduling available courses to suit college schedule   →   **Scheduling courses on the student's plan to suit their schedule**

COMMUNITY COLLEGE RESEARCH CENTER

Major Decisions Along the Path

CONNECTION	ENTRY	PROGRESS	COMPLETION / TRANSITION
From interest to application	From entry to passing program gatekeeper courses	From program entry to completion of program requirements	From program completion to career advancement and further education
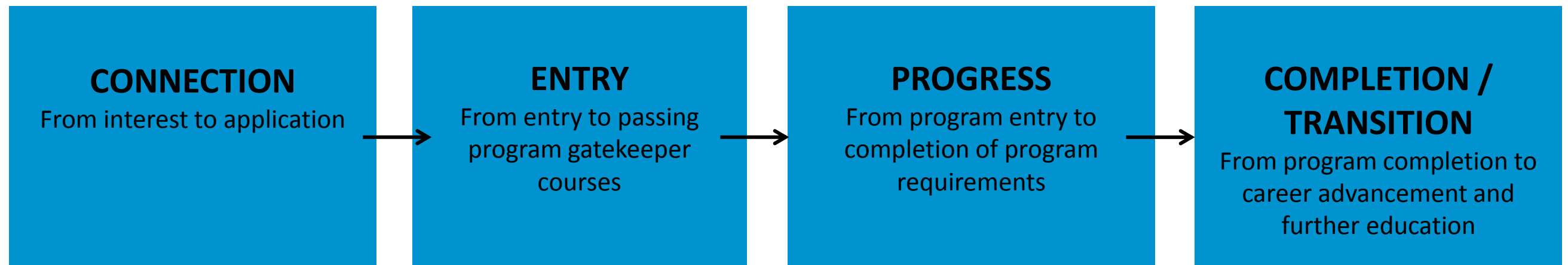
- What are my career options?
- Which college offers programs in my field of interest?
- How much will it cost and how will I pay?

- What are my program options?
- What are program requirements?
- Which program is a good fit?
- What will I take?
- Will credits transfer?
- How much time and money to finish?
- What if I change my mind about a major?

- Am I making progress?
- How do I get related work experience?
- What if I want to change majors?
- What if I am struggling academically?
- How much time and money to complete?
- How do I balance my other obligations?

- How do I transfer?
- How do I get a job in my field of interest?

Approaches to Redesigning Advising

CONNECTION	ENTRY	PROGRESS	COMPLETION / TRANSITION
From interest to application	From entry to passing program gatekeeper courses	From program entry to completion of program requirements	From program completion to career advancement and further education
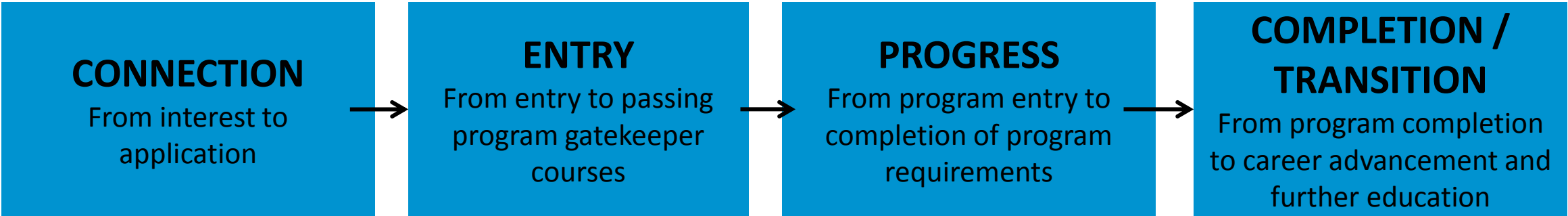
Jackson College

Navigators (case managers liaise w/ academic departments, financial aid)

Academic Departments & Financial Aid

Connection WELCOME/ADVISING CENTERS	Entry COLLEGE SUCCESS	Progress FACULTY ASSIGNED WITH MAJOR	Completion CAREER & GRAD. CENTERS

PRE-COLLEGE—0 HOURS	0–30	31+ HOURS	

PRE-COLLEGE—0 HOURS

- **AlamoENROLL**—Provides enrollment guidance to prospective students through cross-college website including:
  - Steps to Enrollment Checklist
  - Open Modules
  - Ready, Set, Apply
  - Intro to College and **AlamoINSTITUTES**
  - Financing Your Future
  - Test 101
  - Resources/Computer labs
- **AlamoINSTITUTES**—Provide advising information regarding career pathways
  - Health & Biosciences
  - Advanced Manufacturing & Logistics
  - Science & Technology
  - Public Service
  - Creative & Communication Arts
  - Business & Entrepreneurship
- **Early Colleges/Academies**—Course enrollment in Fr/Sr through assigned advisor.
- **Dual Credit**—Course enrollment in Jr/Sr year through assigned Advisor.
- **College Connection**—Guide through enrollment process, including completion of ApplyTexas, FAFSA Application, TSI and **AlamoENROLL** modules.
- **Grad Guru** downloaded

INITIAL ENROLLMENT—1ST SEMESTER

- **New Student Orientation/Convocation**—Ori...
  - Provide Academic Advising Syllabus (0–3...
  - Assist with scheduling & registering for ...
  - Orient students to Degree Plans via Alam...
  - Online Web Registration assistance avail...
  - **AlamoINSTITUTES** / major course of stu...
  - Identify **ACOL/PLA**
- **Post Assessment Advising**—TSI score interp...
- **Academic Refreshers**—INRW and math
- **Post Refresher Advising**

1ST SEMESTER
- Instruction on College Success (**SDEV Cours**...
- Advisor utilizes **Canvas** to connect with assig...
- Assist students in choosing their major usin...
- **MyAlamoCareer.org and Career Coach**—vir...
  centers, Alamo Colleges and local job mark...
- **AlamoINSTITUTES** utilized
- Provide students with a plan to earn a certifi...
  - Complete ISP via Alamo GPS.
- Advise and register students into appropriat...
- Early Alert & Smart Start utilized
- Advisor determines Faculty integration (12–3...

2ND SEMESTER
- Confirm students' plan to earn a certificate o...
- Advise and register students into appropriat...
- Early Alert & Smart Start utilized

2ND YEAR—GRADUATION
- Faculty teamed with an advisor through Degree or Certificate completion via GPS.
- Provide Academic Advising Syllabus (31+ hours)
- Advising regarding course selection is offered through Group or Individual Sessions to understand the requirements of chosen major at transfer university.
- Major Mixers/Major Mania Events

- Provide positive feedback at primary success points.
- Graduation and Transfer Initiative—Experiential/Career Centers & Faculty Mentors work in tandem to advise, graduate students and proclaim their transfer university (review their degree plan/ISP, and consider transferring to a university)

ADVISING CENTERS (19 Teams)
- Advising regarding course selection is offered through Group or Individual Sessions to understand major requirements.

2ND YEAR—GRADUATION
- Assist students (42+ Hours/ Core Complete) in Degree Audits via Alamo GPS

- Faculty advise students during semester on how to be successful in classes.
- Coordinate the Academic Achievement Events, Career/ Scholarship Fairs, Transfer Fairs, and Graduation Event/ Festival.
- Graduation Survey
- Reverse Transfer

ACTIONS:	Assign Connection Advisor	Certified Advisor Assigned/PIN Given, Institut...	Faculty Mentor Assigned	

METRICS: (Analyst)	Number of Apply Texas Submitte... Number of DC/EC Enrolled DC/EC Term Retention	FTICS Enrolled Productive Grade Rate (PGR)	# of Certificate & Core Completers Number of Art. Agreements	Number of Degrees Number of Certificates

BADGES:	Welcome	College Ready, 15 Hours, 30 Hours	Core Complete	Cert., Degree, Alum

Source: Indian River State College

Welcome Call

1. Time of Day Greeting
   a. "Good Morning (Afternoon) <Student Name>! This is <advisor name> from St. Petersburg College, how are you? {Respond to their response}

2. Reason for the call
   - "The reason I am calling is to first and foremost Welcome YOU to St. Petersburg College! We know there are a lot of options out there, and we are happy to know you chose SPC!
   - I would also like to make you aware of what your next steps for enrolling are, and answer any questions you may have"

3. Community
   - I show that you have applied for <Insert Major> and that is part of our <Insert Community>.
   - Have you had a chance to review the Community page inside of MySPC?
     a) Yes – Fantastic. That is a wonderful area that will provide you with information about your Community, your next steps and your advisor.
     b) No – I recommend that you visit the page when you have a moment. From that page you will be able to see information about the Community, explore next steps and your advisor.

2. Advisor Email
   - After applying you should have received an e-mail from <Insert Assigned Advisor Name>, your advisor. Have you had a chance to review it yet?
     a) No – That's okay, within that e-mail, we have listed out what you will need to do next, how you can access a Career Assessment and how to sign up for an appointment. I would be more than happy to help you sign up for an appointment today. Can I help you with that?
       1. Yes – Fantastic! (Sign student up for an appointment).
       2. No – That is fine. Our appointment process will allow you to set an appointment from the comfort of your home.
     b) Yes – Fantastic! Have you had a chance to explore our Career Assessment tool called Focus /?
       1. Yes – Great! Bring that information with you when you meet with your advisor. Have you signed up for an appointment to see an advisor?
         a. Yes – When you meet with your advisor, I would recommend that you discuss your career assessment results.
         b. No – Would you like me to set up an appointment between you and your advisor?
           i. Yes – Fantastic (Sign student up for an appointment).
           ii. No – That is fine. Our appointment process will allow you to set an appointment from the comfort of your home.
       2. No – Focus 2 will help you identify specific areas of focus related to your career interests.

4. Go over To Do List
   - Explain how they can locate their To Do List
   - Verify residency is completed. If not provide steps to do so
   - Verify FAFSA is completed. If not provide steps to do so
   - Check if student is required to take a placement test. If so provide CPT information

Discuss & Register for F2F or Online Orientation

Pursuing AA or AS

Yes

No
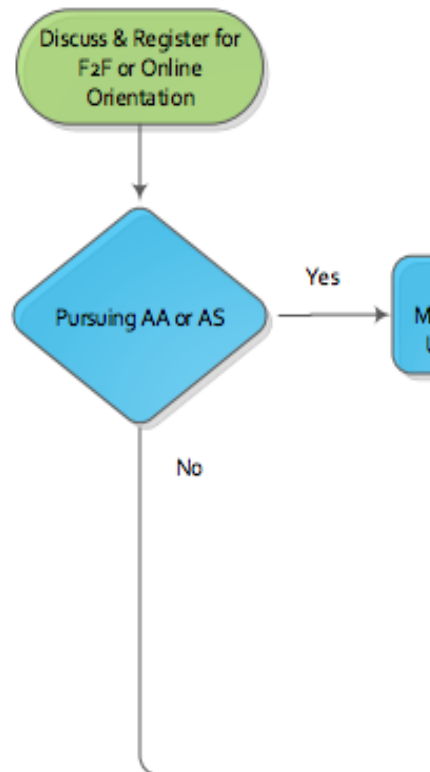
IRSC: Checkpoint advising manual

Source: Indian River State College

Advising Checkpoints for Success
Associate Degree

"Getting to Know You" - First Advising Session with Assigned Advisor

FRESHMAN (0-29 credits*) — *Credits Toward Program*

- ☐ Discuss transition into college life, which may include exploring skills, interests, goals, time management, and personal responsibility
- ☐ Establish a program objective that aligns with career goals and transfer plans (or explore meta majors if undecided) and review degree requirements (log transfer major and institution)
- ☐ Determine eligibility for SB1720 exemption; use Academic Profile to advise of developmental education options (make and log recommendations)
- ☐ Advise of accelerated credit options: Career Pathways, CLEP, AP, IB, AICE
- ☐ Create a personalized Guided Pathway (verify Foreign Language requirement)
- ☐ Discuss financial aid options, scholarship opportunities, and payment plan alternatives
- ☐ Familiarize student with IRSC technology, i.e. MyIRSC, Rivermail, and Blackboard
- ☐ Review other IRSC resources and services, i.e. Academic Support Center (ASC), RiverSupport Resources, Smarthinking, The River Shop, and RiverLife
- ☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable

Checkpoint: 25-49% Benchmark

- ☐ Confirm program objective selection is current and still applicable to goals
- ☐ Explore overall experience, inside and outside of the classroom, including the use of IRSC technology, resources, and services
- ☐ Follow-up on any pending discussion points from previous meeting
- ☐ Review degree audit and modify Guided Pathway if necessary
- ☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable

Checkpoint: 50-74% Benchmark

SOPHOMORE (30-60+ credits*) — *Credits Toward Program*

- ☐ Assist with making plans for transfer or continuation of studies at IRSC
- ☐ Follow-up on any pending discussion points from previous meeting
- ☐ Review degree audit and modify Guided Pathway if necessary
- ☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable

Checkpoint: 75%+ Benchmark

- ☐ Review remaining degree requirements to ensure that student is on track for graduation
- ☐ Finalize plans for transfer or continuation of studies at IRSC
- ☐ Refer to Career and Transition Services for resume development and mock interviewing
- ☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable
- ☐ Discuss barrier-free graduation and advise of commencement opportunity

01/2016

Advising Redesign Key Features

- **Personal contacts early on**, so students feel welcomed and valued

- **Case management approach,** so that every student ideally has one advisor who is overseeing his or her progress throughout

- **Connection with faculty and others in their field of interest** to provide guidance and networking support

- **Responsibility for guiding students into and through program paths shared by all faculty and staff**, regardless of whether they have formal roles as advisors

Rethinking Teaching and Learning

From: *To:*

Gen ed learning outcomes ➡ **Meta-major learning outcomes**

Generic gen eds ➡ **Contextualized gen eds**

In-class learning ➡ **Curricular + co-curricular learning**

Student transcripts ➡ **Portfolios**

Ensuring that students are learning

A handful of colleges are considering how to customize general education learning outcomes for broad meta-major fields.

- "Pathways can't just be sequences of courses. They have to fit together to create an educationally coherent program…[Therefore] you need program learning outcomes for pathways in particular fields." – Associate dean, IRSC.

- Contextualizing general education courses for career and academic communities (St. Pete College)

- Challenge: **Measuring and documenting learning outcomes mastery by individual students.**
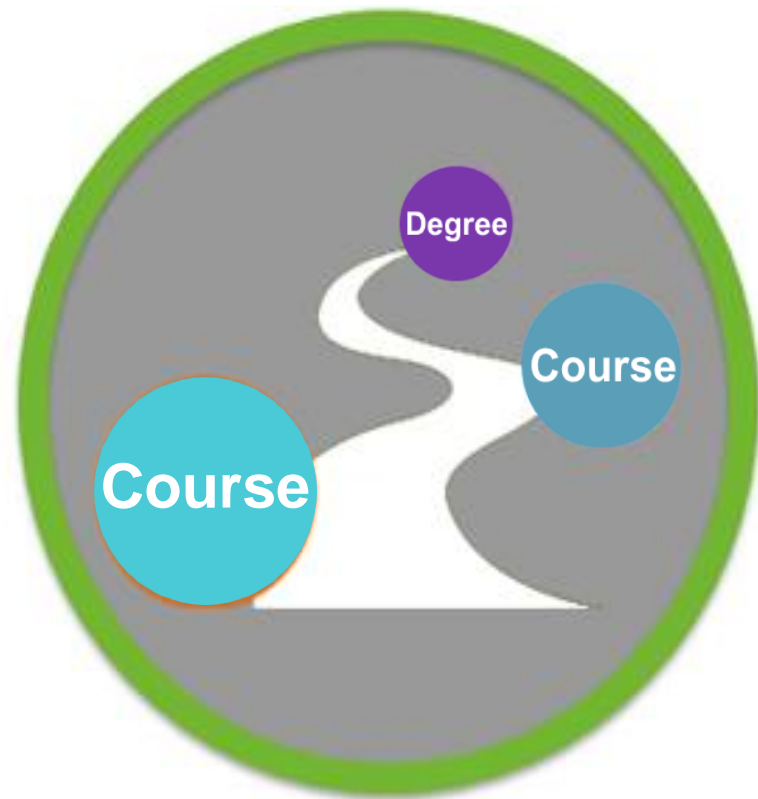
iPASS:
Integrated Planning and
Advising for Student Success

Integrated Planning and Advising for Student Success (iPASS)

iPASS seeks to transform advising from a model in which the advisor essentially provides information and/or focuses on course registration to one in which advising is sustained, strategic, integrated, proactive, and personalized (SSIPP).
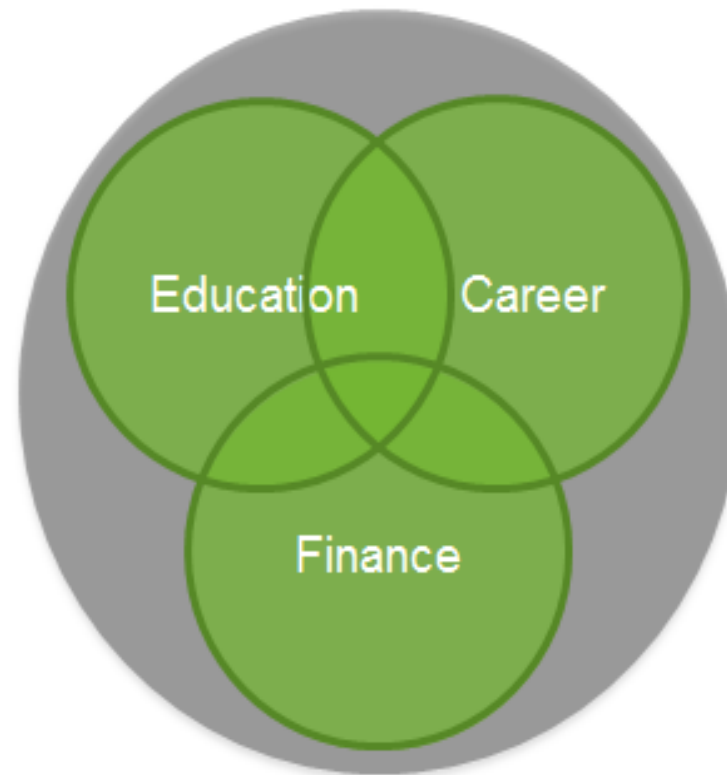
- Sustained: Ongoing support rather than an "inoculation" approach

- Strategic: Differentiated services to maximize capacity

- Integrated: Services are not viewed as stand-alone interventions.

- Proactive: Services are an integral part of all students' experiences.

- Personalized: Students receive the support they need when they need it, from an individual who knows them well.

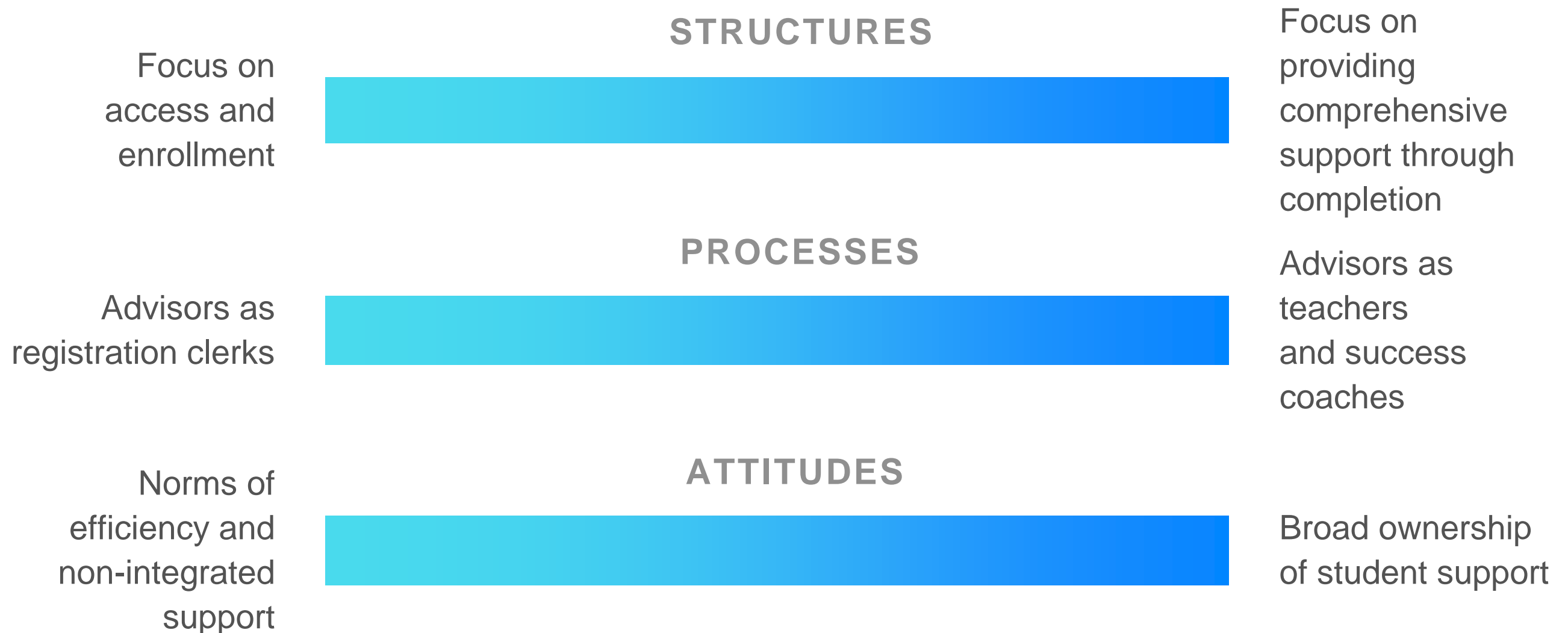# iPASS Technology

Degree Planning

Counseling & Coaching

Early Alerts & Risk Targeting

iPASS and Transformative Change

STRUCTURES

Focus on access and enrollment

Focus on providing comprehensive support through completion

PROCESSES

Advisors as registration clerks

Advisors as teachers and success coaches

ATTITUDES

Norms of efficiency and non-integrated support

Broad ownership of student support

LEARN FORWARD

iPASS and Guided Pathways

Clarifying the path

What is my path?

What are my career options?

What are my transfer options?

What will I need to take?

Program Planning

Getting on a path

What is my plan to transfer or career?

What if I want to change programs?

What if I run into trouble?

Counseling & Coaching

Staying on a path

Am I on track to graduate?

What will I need to take next term?

How can I get help?

Early Alert

Ensuring learning

Am I learning what I need to be learning?

Analytics & Integrated LMS

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.

Community College Research Center
Teachers College, Columbia University
525 West 120th Street, Box 174, New York, NY 10027
E-mail: ccrc@columbia.edu Telephone: 212.678.3091

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

20 YEARS