Rethinking Community College Design
Early Insights from Pathways and iPASS Colleges

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Redesigning America’s Community Colleges

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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

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
- Reallocation of 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

### EVALUATION
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.

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.
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

<table>
<thead>
<tr>
<th>College</th>
<th>Interviews</th>
<th>Faculty</th>
<th>Advisors</th>
<th>Students</th>
<th>Total</th>
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<tbody>
<tr>
<td>Cleveland State Community College</td>
<td>7</td>
<td>5</td>
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<td>15</td>
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<td>Community College of Philadelphia</td>
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<td>Indian River State College</td>
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<td>San Jacinto College</td>
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<td>9</td>
<td>6</td>
<td>7</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>130</strong></td>
<td><strong>40</strong></td>
<td><strong>30</strong></td>
<td><strong>48</strong></td>
<td><strong>248</strong></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Steps Needed to Implement Practice at Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Ensuring that Students are Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Learning outcomes are clearly defined for each of the college’s programs (not just courses).</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>c. Faculty assess whether students are mastering learning outcomes and building skills across each program.</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>d. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.</td>
<td>- Not following</td>
<td>*</td>
</tr>
<tr>
<td>e. The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.</td>
<td>- Not following</td>
<td>*</td>
</tr>
</tbody>
</table>
At Scale
Scaling in Progress
Planning for Scale Implementation
Not Systematic
Not Occurring


Average Scale of Adoption Assessment Ratings

- Mapping pathways to student end goals
- Helping students enter a pathway
- Keeping students on a path
- Ensuring that students are learning

March 2016 Assessment
September 2016 Assessment

Ratings:
Mapping pathways to student end goals: 2.67 (March), 3.29 (September)
Helping students enter a pathway: 2.74 (March), 3.25 (September)
Keeping students on a path: 2.17 (March), 2.97 (September)
Ensuring that students are learning: 3.03 (March), 3.58 (September)
# Rethinking Mapping Programs

**From:**
- Career programs vs. academic transfer programs
- A lá carte courses (distribution requirements and electives)
- Algebra as default math path
- Certificates vs. degrees

**To:**
- Academic / career communities ("meta-majors")
- Program maps with course sequences, critical courses, co-curricular requirements
- Program/field-specific math paths
- Degree pathways with embedded certificates/certifications
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 opportunities also exist with wind turbine installation and maintenance 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 students who complete this associate degree will automatically earn the associate degree.
- Renewable Energy: Solar Electric, 004621
- Renewable Energy: Solar Thermal, 004622

**Program Code:** 104824

**Average Starting Salary:**

$39,312.00

**Job Openings:**

3

**NETER Scholarship Application**

If you qualify, the scholarship program will pay tuition above what you are awarded by NETER grants. 82 scholarships are available. Apply Now!

**Visit the Energy Education Center**

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

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 opportunities.

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
DTA Transfer Degrees - Math Education DTA Roadmap

CAREER EXPLORATION & EMPLOYMENT

What can I do in this career field?

Is this a growing career field in WA?

Is this career field right for me?

Will this career field meet the needs of my family?

Receive support from:

Job and Career Connections Office

to access and use:

Q-Net Online

2 YR DEGREE

Associate In Math Education (DTA/MPR)

Course Worksheet: 95-100 Credits

Sample Two Year Degree Plan

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.

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.
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 contact”:

Your answer

Campus: *

North

Central

South

Maritime Training Facility

Which of the following best describes your program? *

No significant mathematics coursework required

Which of the following best describes your program? *

Required mathematics coursework for technical training programs

Required which of the following best describes your program? *

Our credentials are terminal; no further education required at other institutions.

Our credentials could be more advanced than the program’s requirements.

If we recommended a mathematics course, we would recommend something we should take.

Your answer

Business Administration

Recommendation: MATH 1324 (Math for Business Administration)

Rationale: This course transfers and applies to associate degrees.

Comments:

• Results of the survey indicated that a blend of MATH 1324 (Math for Business Administration) would not serve students well in transfer.

Business Management

Recommendation: MATH 1324 (Math for Business Administration)

Rationale: This course transfers and applies to associate degrees.

Comments:

• Results of the survey indicated that a blend of MATH 1324 (Math for Business Administration) would not serve students well in transfer.

Business Office Technology

Recommendation: MATH 1322 (Math for Liberal Arts)

Rationale: This course was overwhelmingly favored.

Comments:

• These are terminal technical credentials, so comments are not necessary.

Chemistry

Recommendation: MATH 1314 (College Algebra)

Rationale: Students must take physics as part of the chemistry requirement.

Comments:

• According to survey, faculty in this program prefer Elementary Statistics and Math for Liberal Arts.

Computer Information Technology

Recommendation: MATH 1322 (Math for Liberal Arts)

Rationale: Program faculty identified skills in MATH 1322 as the most appropriate prerequisites for their program. This is a terminal credential, so comments are not necessary.

Comments:

• Students seeking a bachelor’s degree in related fields should take MATH 1314.

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. 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:*  
- Job/transfer support for near completers  
- Current semester schedule  
- Academic assessment  
- Pre-requisite remediation  
- Algebra and English comp  
- A lá carte dual HS credit

*To:*  
- Career/college exploration and planning for all from the start  
- Full-program plan  
- Holistic assessment  
- Co-requisite academic support  
- Critical program courses  
- Exploration of program pathways beginning in HS
<table>
<thead>
<tr>
<th>Jackson College Pathways</th>
<th>Is This Career Path for You?</th>
<th>Career Categories</th>
<th>Courses in School</th>
<th>Sample Careers and Levels of Education Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liberal Arts</strong></td>
<td>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!</td>
<td>Advertising and Public Relations</td>
<td>Journalism, Graphic Arts, Language Arts, Fine Arts Courses (Art, Drama, Music), Architectural Drafting and Design, Sculpture, Photography</td>
<td>Public Relations Executive, UG, Dancer, D, Film Producer HS, Fashion Designer, UG, Journalist, UG, Radio and TV, Broadcaster HS</td>
</tr>
<tr>
<td><strong>Science, Engineering, and Math (STEM)</strong></td>
<td>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!</td>
<td>Life Sciences, Physical Sciences, Leb. &amp; Medical Technology, Computer Science, Architecture, Engineering and Related Technologies, Math &amp; Data Analysis</td>
<td>Biology, Chemistry, Physics/Astronomy, Environmental Science, Computer Science, Engineering, Mathematics</td>
<td>Physical Scientist, Life Scientist, Architect G, Engineer G, Chemical Engineer, UG, Software Engineer, UG, Web Designer, Mathematician G, Antisovary G</td>
</tr>
<tr>
<td><strong>Skilled Trades and Agriculture</strong></td>
<td>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 work on the lawns? This may be the career path for you!</td>
<td>Precision Production Mechanics and Repair, Manufacturing Technology, Drafting, Construction, Agriculture</td>
<td>Drafting, Science, Robotics, Machine Tools, Physical Sciences, Physics, Industrial/Mechanical Drafting, Math, Electronics, Agriculture</td>
<td>Plumber HS, Electrician HS, Air Traffic Controller HS, Auto Mechanic HS, Draftsman HS, Surveyor HS, Geographer UG, Farmer HS, Landscape D</td>
</tr>
</tbody>
</table>

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 *1 program course in first term, and 3 program courses in first year*
- 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

Gateway math:
- 2012-2013: 16%
- 2015-2016: 30%

Gateway English:
- 2012-2013: 48%
- 2015-2016: 57%

Gateway math & English:
- 2012-2013: 13%
- 2015-2016: 28%
AACC colleges are beginning to build pathways down into high schools, starting with dual enrollment students

- 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
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:*  
- Info “dump” at orientation  
- Advising vs. teaching  
- Full-time vs. part-time  
- Scheduling available courses to suit college schedule

*To:*  
- JIT support for major decisions along the path  
- Advisors teach and faculty advise  
- On-plan vs. off-plan  
- Scheduling courses on the student’s plan to suit their schedule
Main Decisions Along the Path

**CONNECTION**
From interest to application

- What are my career options?
- Which college offers programs in my field of interest?
- How much will it cost and how will I pay?

**ENTRY**
From entry to passing program gatekeeper courses

- 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?

**PROGRESS**
From program entry to completion of program requirements

- 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?

**COMPLETION / TRANSITION**
From program completion to career advancement and further education

- How do I transfer?
- How do I get a job in my field of interest?
Approaches to Redesigning Advising

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

**Jackson College**

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

Academic Departments & Financial Aid
## 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**—Orientation to College Success (SDEV Courses)
  - Provide Academic Advising Syllabus [0-31 hours]
  - Assist with scheduling & registering for classes
  - Orient students to Degree Plans via Alamo
  - Online Web Registration assistance available
  - Identify ACOL/PLA

- **Post Assessment Advising**—TSI score interpretation
- **Academic Refresher**—INRW and math
- **Post Refresher Advising**

**1st Semester**
- Instruction on College Success (SDEV Courses)
- Advisor utilizes Canvas to connect with assigned students
- Assists students in choosing their major using MyAlamoCareer.org and Career Coach—virtual tools

**AlamoINSTITUTES** utilized
- Provide students with a plan to earn a certificate or associate degree
  - Complete ISP via Alamo GPS
  - Advise and register students into appropriate courses
  - Early Alert & Smart Start utilized

**Advisor** determines Faculty integration (12-30 hours)

### 2nd Semester

- Confirm students’ plan to earn a certificate or associate degree
- Advise and register students into appropriate courses
- Early Alert & Smart Start utilized

### ACTIONS
- Assign Connection Advisor
- Certified Advisor Assigned/PIN Given, Institution
- Faculty Mentor Assigned

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

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

## Entry—0–31 Hours

**Faculty** teamed with an advisor through Degree or Certificate completion via Alamo 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)

## Completion—31+ Hours

- 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

### Advising Centers [19 Teams]

- Advising regarding course selection is offered through Group or Individual Sessions to understand major requirements.
STUDENT VIEW OF STUDENT INFORMATION

My Details
- Name: Sue Student
- Mailing Address: 2841 N Hwy Drive, Fort Pierce, FL 34981
- Academic Status: Clear Academic Standard

My Degree Progress
- Primary Objective: 10080 - Business Administration
- My Assigned Advisor: Sherise M. Hobson

My Class Schedule
- Fall Term 2016

Advisor View of Student Information

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
Advising Checkpoints for Success Associate Degree

**“Getting to Know You” - First Advising Session with Assigned Advisor**

- 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**

- 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
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:
- Gen ed learning outcomes
- Generic gen eds
- In-class learning
- Student transcripts

To:
- Meta-major learning outcomes
- Contextualized gen eds
- Curricular + co-curricular learning
- 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 (SSIIP).

- **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

** PROCESSES **
- Advisors as registration clerks
- Advisors as teachers and success coaches

**ATTITUDES**
- Norms of efficiency and non-integrated support
- Broad ownership of student support

Focus on providing comprehensive support through completion
For more information

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