



# Rethinking Community College Design

Early Insights from Pathways and iPASS Colleges

**AACC Annual Convention**

**New Orleans, LA**

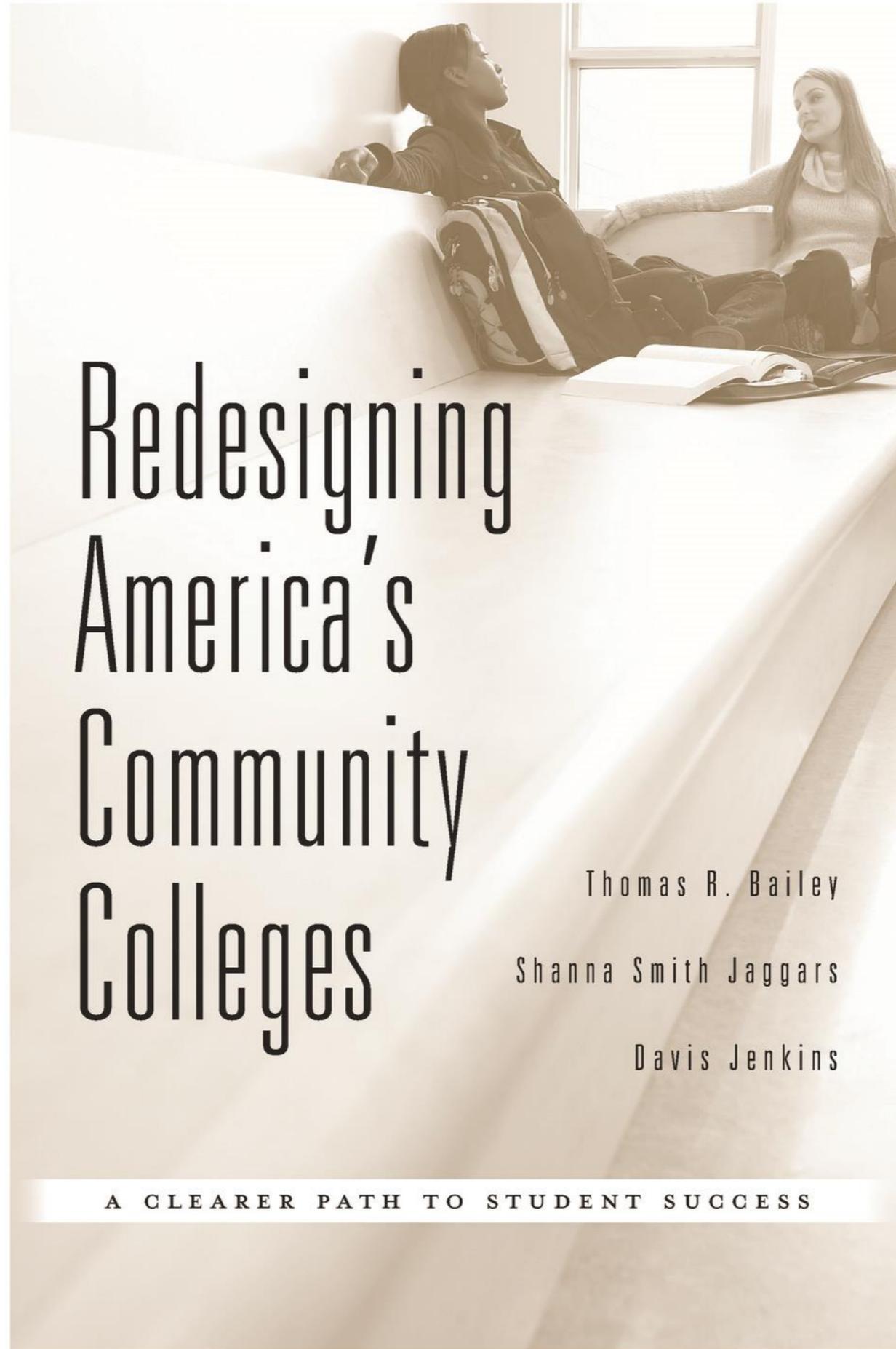
April 25, 2017

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



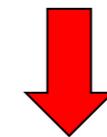
Learning outcomes not defined and assessed across programs



*Churning*



*Early transfer*



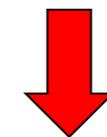
*Completion*



*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

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

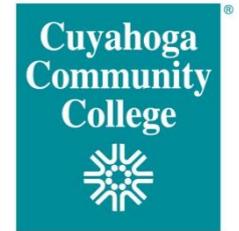
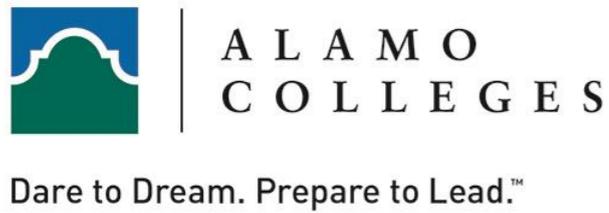
Measure key performance indicators, including:

- 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
<b>Total</b>	<b>130</b>	<b>40</b>	<b>30</b>	<b>48</b>	<b>248</b>

\*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

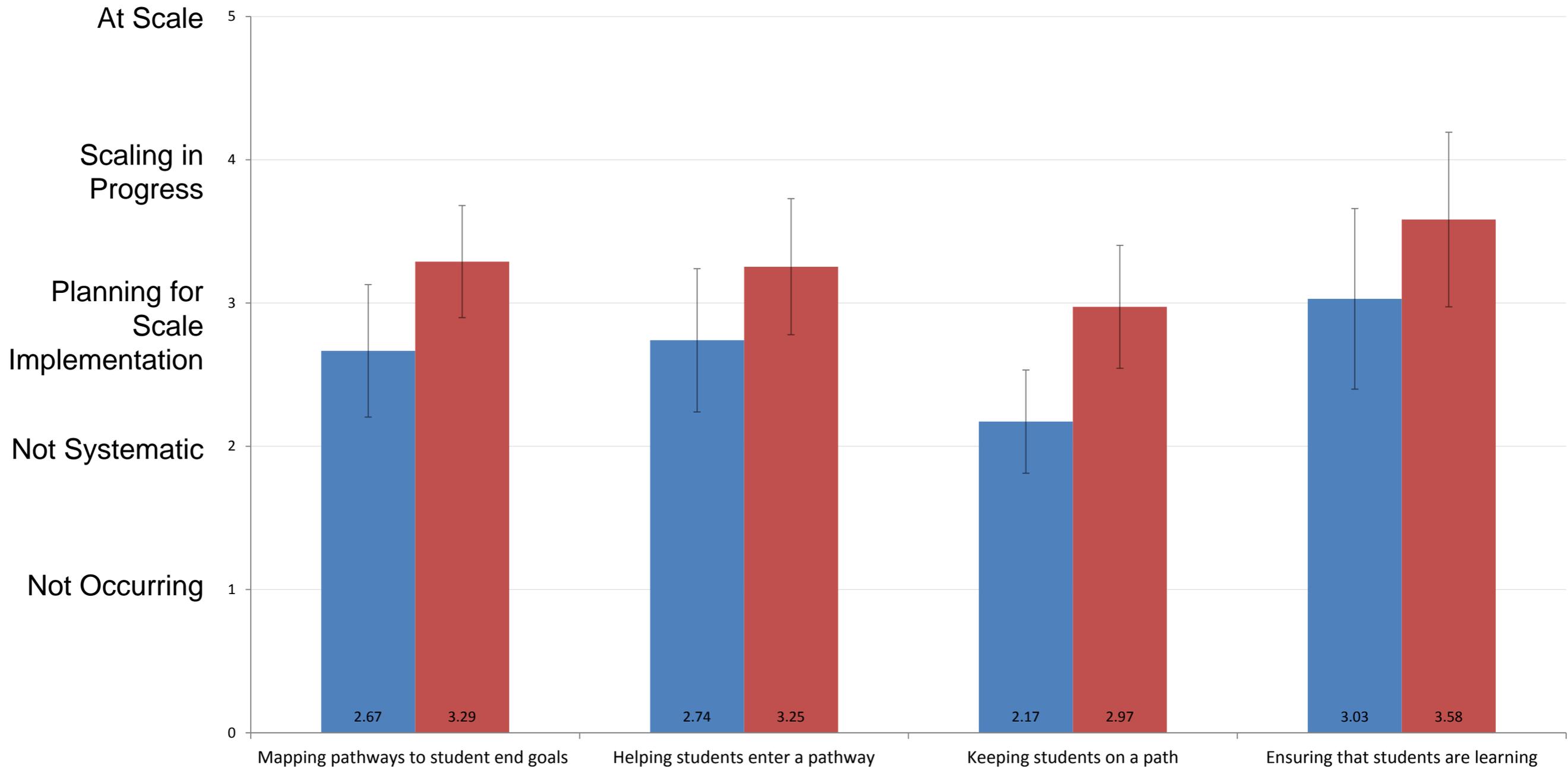
# Guided Pathways Scale of Adoption

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
<b>4. ENSURING THAT STUDENTS ARE LEARNING</b> a. Learning outcomes are clearly defined for each of the college's programs (not just courses).	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	•
b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	•
c. Faculty assess whether students are mastering learning outcomes and building skills across each program.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	•
d. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	•
e. The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> 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



# Rethinking Mapping Programs

*From:*

*To:*

Career programs vs.  
academic transfer programs



Academic / career communities  
("meta-majors")

A la 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



Admissions Programs Student Experience Business & Industry



Admissions Programs Student Experience Business & Industry About NWTC



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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
  - 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

Programs / Fields of Interest / Agriculture, Food & Natural Resources

**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
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  - Science, Technology, Engineering and Mathematics
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  - Lodging
  - Management
  - Marketing Communications and Promotion

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, journeyman 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

 Renewable Energy - Solar Thermal



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)



## 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 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:



# Career Pathways - Business Roadmap

- Pathways Home
- High School POSTs

## Pierce College CAREERPATHWAYS Business Management and Administration



**BUSINESS**

[Program Details](#)

[Program Outcomes](#)

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

### 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?

### 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:



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

- 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

- 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

Courses in these certificates apply towards Associate Degree

**2 YR DEGREES**

**Associate Degree in Business**  
Degree Plan: 99-111 credits

- 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

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**
- 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:





# DTA Transfer Degrees - Math Education DTA Roadmap

- Home
- Washington 45
- Advanced Placement
- Career Pathway

[Text-Only](#) | [Printable PDF](#)

## 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

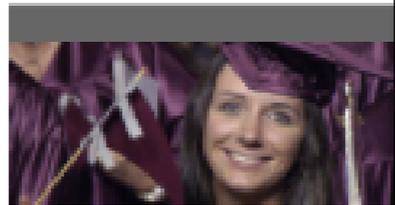
## LEARN MORE

Request more information about Pierce College and our programs.

[Request Information](#)

## Pierce College CAREER PATHWAYS | University Transfer - Math Education

or Cluster: Education and



### MATH EDUCATION

Program Contact

[Krissy Kim](#)

Director of Education

253-964-6544

[Transfer Overview](#)

[Step-By-Step "How to Transfer"](#)

[Transfer Rights and Responsibilities](#)

## CAREER EXPLORATION & EMPLOYMENT

What can I do in this career field?

[O-NET OnLine](#)

Is this a growing career field in WA?

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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:



### 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 contact" \*

Your answer

Campus: \*

North

Central

South

Maritime Training Facility

Which of the following best describes your program? \*

Summarize and interpret data.

Graph a large variety of algebraic functions.

Apply logic and reasoning to solve problems.

Model the real world, especially using functions.

Model the real world using probability and statistics.

Apply common probability distributions.

Apply the theory of functions.

Reason using ratio and proportion.

Use functions to model real world situations.

Create and interpret graphical/tabular representations of data.

Draw conclusions based on data.

Apply solution methods.

Apply right triangle trigonometry.

No significant mathematics skills are required.

Required

Which of the following best describes your program? \*

Our credentials are terminal at other institutions.

Our credentials could be used at other institutions.

If we recommended a course, what should it be? \*

Your answer

### Business Administration

Recommendation: MATH 1324 (Math for Business Administration)

Rationale: This course transfers and applies to associated programs.

Comments:

- Results of the survey indicated that a blend of MATH 1332 (Math for Liberal Arts) would not serve students well in transfer.)

### Business Management

Recommendation: MATH 1324 (Math for Business Administration)

Rationale: This course transfers and applies to associated programs.

Comments:

- Results of the survey indicated that a blend of MATH 1332 (Math for Liberal Arts) would not serve students well in transfer.

### Business Office Technology

Recommendation: MATH 1332 (Math for Liberal Arts)

Rationale: This course was overwhelmingly favored.

Comments:

- These are terminal technical credentials, so transfer is not an issue.

### Chemistry

Recommendation: MATH 1314 (College Algebra)

Rationale: Students must take physics as part of the program.

Comments:

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

### Computer Information Technology

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.

### Computer Programming

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.

### 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 UH 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.

# Rethinking Student On-boarding

*From:*

Job/transfer support for near completers

Current semester schedule

Academic assessment

Pre-requisite remediation

Algebra and English comp

A la 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



Student name: \_\_\_\_\_

Student username: \_\_\_\_\_

Default password: \_\_\_\_\_

Verify online account working for: \_\_\_\_\_

Update the student program \_\_\_\_\_

Update the student home page \_\_\_\_\_

Update the student navigation \_\_\_\_\_

Update the Google \_\_\_\_\_

Add "AT" to PER \_\_\_\_\_

CASM your conversion \_\_\_\_\_

If passed, grant transcript \_\_\_\_\_

Approve courses \_\_\_\_\_

\*\*\* WHEN FULLY COMPLETED \*\*\*

Navigator signature: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Jackson College Pathways

**Business and Computer Technology**

Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

**Health Sciences**

Careers in this path are related to the promotion of health, treatment of disease. These include research, prevention, treatment, and related health technologies.

**Human Services**

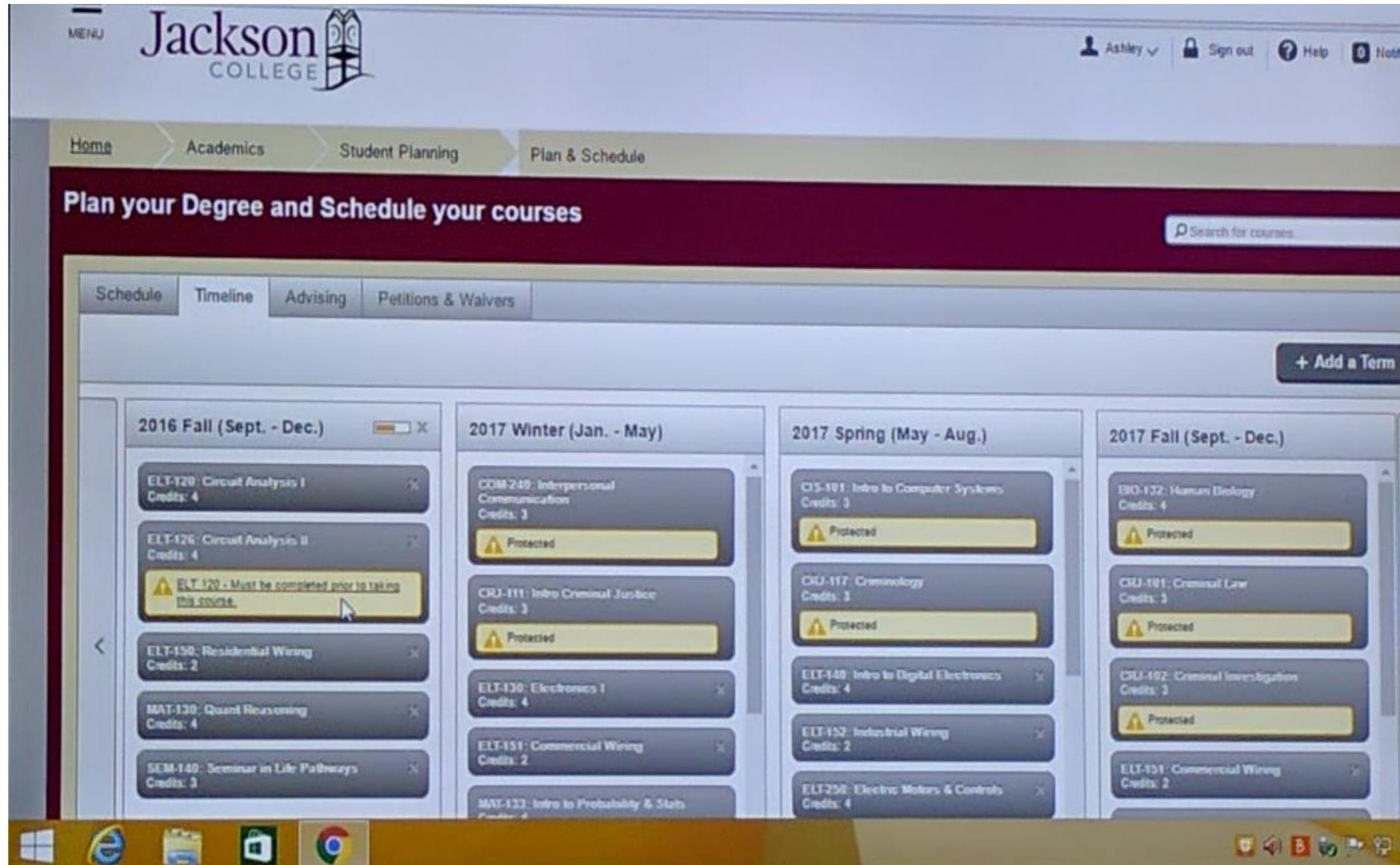
Careers in this path are related to economic, political, and social systems. These include education, government, law enforcement, leisure and recreation, military, religious, child care, social services, personal services.

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
<b>Liberal Arts</b> 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 <i>UG</i> Dancer <i>D</i> Film Producer <i>HS</i> Fashion Designer <i>UG</i> Journalist <i>UG</i> Radio and TV Broadcaster <i>HS</i>
<b>Science, Engineering, and Math (STEM)</b>	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 <i>G</i> Engineer <i>G</i> Chemical Engineer <i>UG</i> Software Engineer <i>UG</i> Web Designer Mathematician <i>G</i> Actuary <i>G</i>
<b>Skilled Trades and Agriculture</b> 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 <i>HS</i> Electrician <i>HS</i> Air Traffic Controller <i>HS</i> Auto Mechanic <i>HS</i> Draftsman <i>HS</i> Surveyor <i>HS</i> Geographer <i>UG</i> Farmer <i>HS</i> Landscaper <i>D</i>

**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](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 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

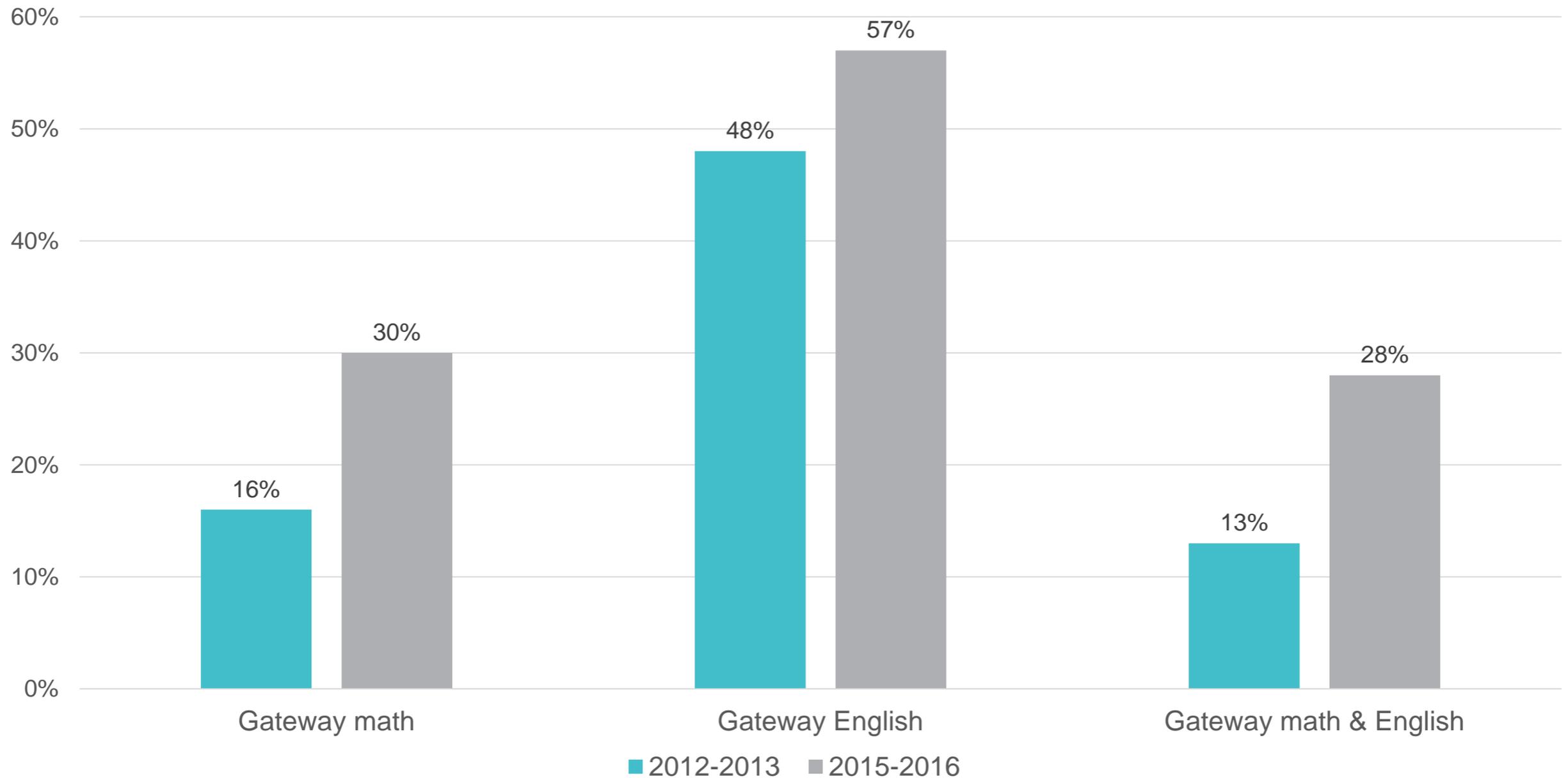
***All of the AACCC Pathways colleges are experimenting with new and promising approaches to developmental education...***

***...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**

**Clover Park School District**  
Schools Calendar

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

**Pierce College CAREERPATHWAYS**  
Career Cluster: Science, Technology, Engineering, and Mathematics

**Clover Park School District**

**Clover Park High School**

Academic Graduation Requirements  
**Core Courses**

**CTE COURSES**  
1. Introduction to Engineering  
2. Principles of Engineering

**CERTIFICATION OPPORTUNITIES**  
Precision Exam - 21st Century

**Education**  
 PIERCE COLLEGE  
Associate of Science (Transfer)

Please Send Comments or Corrections to: [Roadmap Helpdesk](#)  
Last Update: 10/2015

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

**Clover Park Personalized Pathway - Computer Science**

**Clover Park School District** Personalized Pathway: **Computer Science**

**CAREER EXPLORATION**  
What Can I do in this Career Field?  
MY NEXT MOVE  
Is this Career Field growing?  
WA U.S.  
Will I like this Career Field?  
o-net Interest Profiler  
See an Advisor for: **Career Cruising**

**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) +

**CERTIFICATION OPPORTUNITIES**  
Precision Exam

**You Choose**

**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**

**Education**  
 Bates  
Early Childhood Education  
 CLOVER PARK  
Early Care and Education  
 PIERCE COLLEGE  
Early Childhood Education  
 Computer Information Systems  
 Digital Design  
 Computer Science (Transfer)

Please Send Comments or Corrections to: [Roadmap Helpdesk](#)  
Last Update: 10/2015

Brought to you by: [Career Paths](#)  
www.careerpaths.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



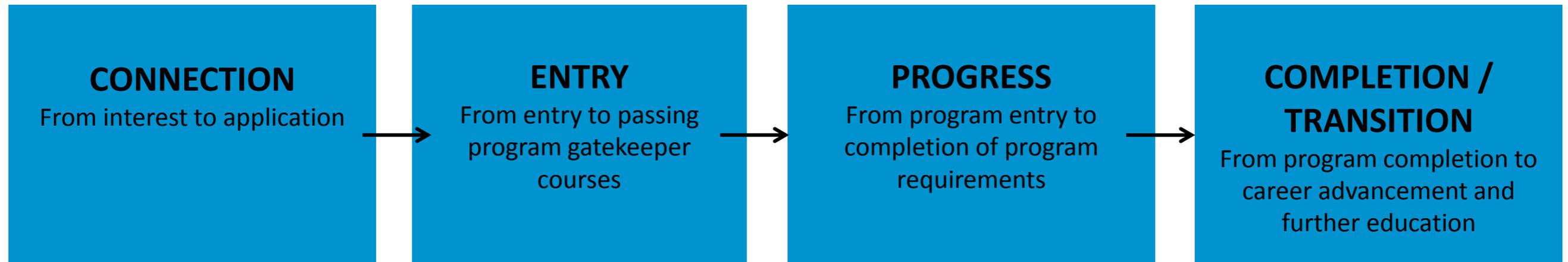
On-plan vs. off-plan

Scheduling available courses to suit college schedule



Scheduling courses on the student's plan to suit their schedule

# Major Decisions Along the Path



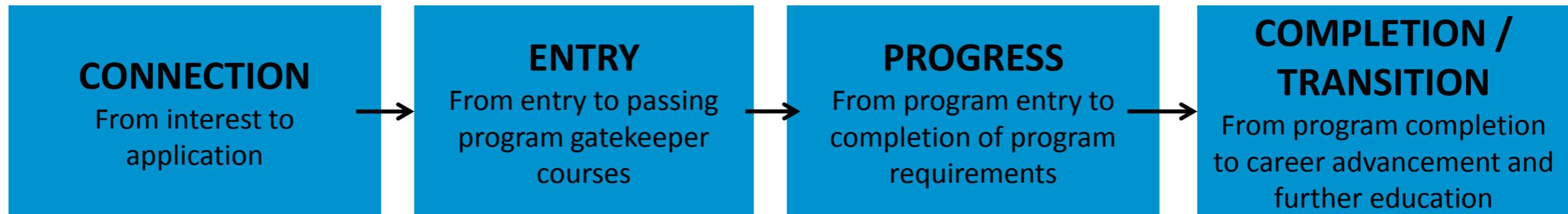
- What are my career options?
- Which college offers programs in my field of interest?
- How much will it cost and how will I pay?

- 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



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**

- **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

**ACTIONS:** Assign Connection Advisor

**METRICS:** Number of Apply Texas Submitters  
**(Analyst)** Number of DC/EC Enrolled  
DC/EC Term Retention

**BADGES:** Welcome

**0 – 30 HOURS**

- INITIAL ENROLLMENT—1ST SEMESTER**
- **New Student Orientation/Convocation**—Orientation
    - Provide Academic Advising Syllabus (0–30 hours)
    - Assist with scheduling & registering for classes
    - Orient students to Degree Plans via Alamo GPS
    - Online Web Registration assistance available
    - **AlamoINSTITUTES** / major course of study
    - Identify **ACOL/PLA**
  - **Post Assessment Advising**—TSI score interpretation
  - **Academic Refreshers**—INRW and math
  - **Post Refresher Advising**
- 1ST SEMESTER**
- Instruction on College Success (**SDEV Courses**)
  - Advisor utilizes **Canvas** to connect with assigned students
  - Assist students in choosing their major using **MyAlamoCareer.org** and **Career Coach**—virtual centers, Alamo Colleges and local job market
  - **AlamoINSTITUTES** utilized
  - Provide students with a plan to earn a certificate or degree
    - Complete ISP via Alamo GPS.
  - Advise and register students into appropriate classes
  - Early Alert & Smart Start utilized
  - Advisor determines Faculty integration (12–30 hours)
- 2ND SEMESTER**
- Confirm students' plan to earn a certificate or degree
  - Advise and register students into appropriate classes
  - Early Alert & Smart Start utilized

Certified Advisor Assigned/PIN Given, Institution

FTICS Enrolled  
Productive Grade Rate (PGR)

College Ready, 15 Hours, 30 Hours

**31+ HOURS**

- 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.

Faculty Mentor Assigned

# of Certificate & Core Completers  
Number of Art. Agreements

Core Complete

- 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

Number of Degrees

Number of Certificates

Cert., Degree, Alum

### STUDENT VIEW OF STUDENT INFORMATION

Student Dashboard
Customize Page

**Quick Links**

- Registration Status and Orientation
- Add/Drop Classes
- Class Schedule
- Guided Pathways
- Transcripts
- Limited Access Application Status
- Apply for IRSC Scholarships
- Payments
- Pay for PERT Exam
- Financial Aid Application Status
- Financial Aid Awards
- Florida Shines
- RiverLife

**My Details**

Student ID: 512-34-5678  
 Name: Suzy Student  
 Mailing Address: 1 Main Way Drive, Fort Pierce, FL 34981  
 Academic Status: Clear Academic Standard  
 Primary Objective: 11080 - Associate in Arts  
 Security Question: Entered  
 Transfer Major: Accounting at Indian River State College

**UPDATE YOUR EMERGENCY INFORMATION**  
 To receive announcements of campus emergencies and school closings

Cell Phone: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_  
 Work Phone: Not Recorded  
 Email Address: sstudent@gmail.com  
 RiverMail: students@mail.irsc.edu

**My Degree Progress**

Primary Objective: 11080 - Business Administration

Required	Completed/Enrolled	Remaining	% Complete
60.0 hours	40.0 hours	20.0 hours	66.67 %

The chart below indicates your degree progress, assuming that you successfully complete all currently enrolled classes.

**My Assigned Advisor**

Sherise M. Hobson

Email Address: shobson@irsc.edu  
 Phone: 772-462-7072  
 Campus: Main Campus  
 Building: Crews Hall (Fpmc W-b)  
 Room: W141

Visit my webpage/Book an appointment

**My Class Schedule**

Fall Term 2016    Select Term

Ref Num	Course	Start Date	End Date	Campus	Bldg/Room	Start Time	End Time	Day(s)
229917	ASL1140 American Sign Lang I	08/24/16	12/07/16	Pruitt Campus	C /102	2:00 PM	4:30 PM	UMTWRFS
218688	PSY2012 Intro Psychology	08/25/16	12/08/16	Pruitt Campus	G /201	11:00 AM	12:15 PM	UMTWRFS
218758	SYG2010 Social Problems	08/24/16	12/07/16	Pruitt Campus	A /125	9:30 AM	10:45 AM	UMTWRFS

**My Grades**

Summer II 2016    Select Term

Grade	Ref Num	Course Id	Session	Instructor
A	217513	AMH2020	1	Percival,Mindy,A

Most Recently Completed Term GPA: 4.00  
 Overall GPA: 3.30  
 Program of Study GPA: 3.30

### ADVISOR VIEW OF STUDENT INFORMATION

HOME
PERSONAL
FACULTY / ADVISORS
STAFF
CAMPUS
MISCELLANEOUS
LOGOFF

**Student Details**

Student Name: Suzy Student  
 Student ID: 512-34-5678  
 Active Duty Military? ✗ (Self Declared on Application)  
 Veteran Receiving Benefits? ✗

**College Summary**

Primary Program: Business Administration (11080) effective Summer I 2015  
 Program Hours: 40.00 of 60.00 completed/enrolled

College Credits Earned: 30.00 hours completed  
 Cumulative GPA: 3.30  
 Transfer Major: Accounting (CIP 520301)  
 Transfer Institution: Indian River State College (FICE 001493)

**Quick Links**

- High School Transcript
- College Transcript
- Test Scores
- Interactive Degree Audit
- Learning Styles Report (BE)

**Placement Summary**

Area	Score	Test	Date	Placement
English	85.00	PERT/WR	12/12/13	ENC0015
Reading	110.00	PERT/RE	03/19/12	EXEMPT
Math	112.00	PERT/MA	12/12/13	MAT0028

College Ready: 103.00    College Ready: 104.00    College Ready: 114.00  
 Yellow indicates scores below college ready; green indicates scores above the college ready score.

Recommendation:

**High School Summary**

High School: Port Saint Lucie High School (101441)  
 HS Type: Public High School  
 In State? ✓  
 HS Diploma: Standard High School Diploma (W06)  
 Graduation Date: 06/01/13  
 Official? ✓  
 Complete? ✓  
 Evaluated? ✓ (07/16/13)  
 Prior Dual-Enrollee? ✗  
 Unweighted GPA: 2.51  
 Weighted GPA: 2.65  
 Class Standing: 237 out of 362 (top 65.5%)

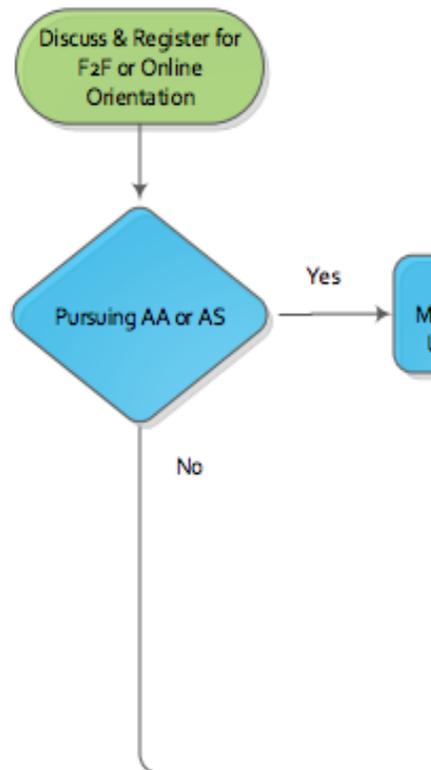
**Current Developmental Education Status**

English: Exempt, Met By Course/Degree  
 Recommendation:

Source: Indian River State College

## Welcome Call

Modified: Jan. 1, 2017



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

# IRSC: Checkpoint advising manual

## 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

FRESHMAN (0-29 credits\*)

\*Credits Toward Program

SOPHOMORE (30-60+ credits\*)

\*Credits Toward Program

Source: Indian River State College

# 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.**

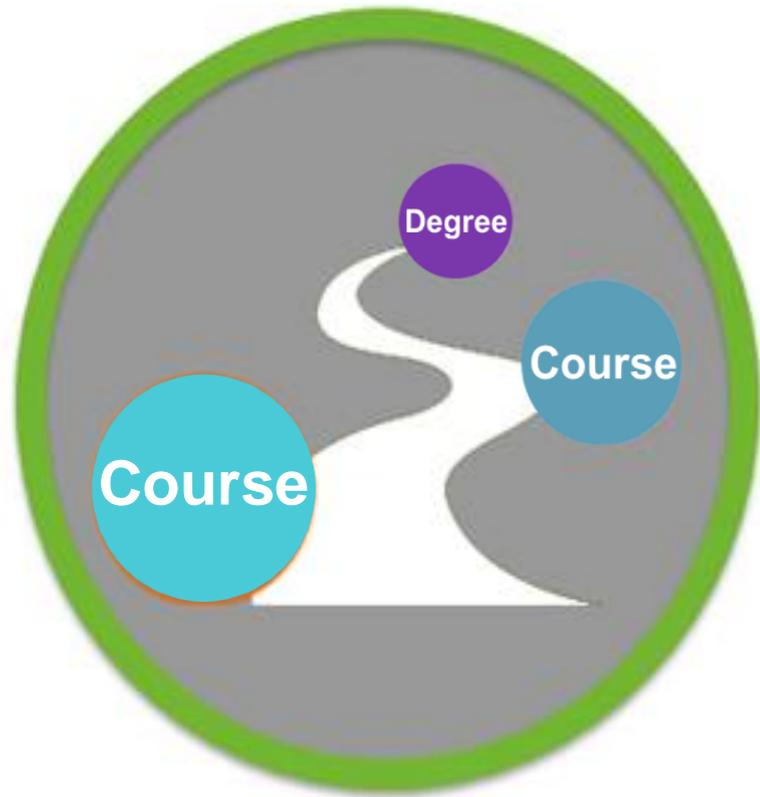
**iPASS:  
Integrated Planning and  
Advising for Student Success**

# 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).

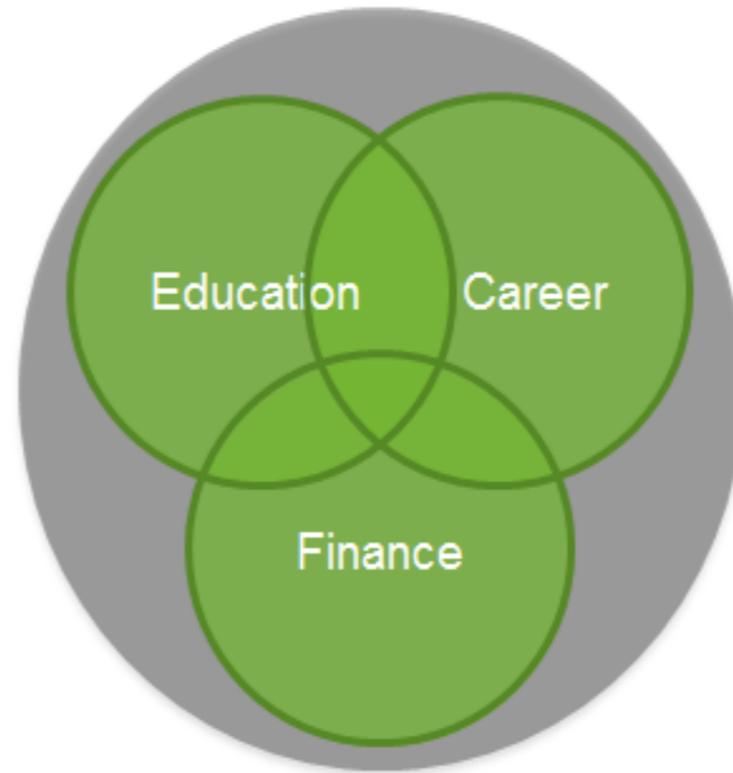
- Sustained: Ongoing support rather than an “inoculation” approach
- Strategic: Differentiated services to maximize capacity
- Integrated: Services are not viewed as stand-alone interventions.
- Proactive: Services are an integral part of all students’ experiences.
- Personalized: Students receive the 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

# iPASS and Guided Pathways

What is my path?  
What are my career options?  
What are my transfer options?  
What will I need to take?

**Clarifying the path**

**Program Planning**

What is my plan to transfer or career?  
What if I want to change programs?  
What if I run into trouble?

**Getting on a path**

**Counseling & Coaching**

Am I on track to graduate?  
What will I need to take next term?  
How can I get help?

**Staying on a path**

**Early Alert**

Am I learning what I need to be learning?

**Analytics & Integrated LMS**

**Ensuring learning**

# 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](mailto:ccrc@columbia.edu) Telephone: 212.678.3091



**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY