Redesigning America’s Community Colleges

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Director, Community College Research Center

CTC Leadership Development Association Winter Meeting
Redesigning Community Colleges

Tacoma, WA
March 4, 2016
Community College Research Center

A leading independent authority on two-year colleges based at Teachers College, Columbia University. Founded in 1996, CCRC conducts research on the issues affecting community colleges and works with colleges and states to improve student success and institutional performance.

Areas of research include:
• High school to college transitions
• Developmental education and adult basic education
• Student services and financial aid
• Online learning and instructional technology
• College completion and transfer
• College to career and workforce education
Student Outcomes

- Low graduation
- Thwarted transfer objectives
- Excess credits
- Excessive time to degree
- Student learning unclear
- Students express confusion and discouragement
Dev Ed Sorting System

Student Progression Through the Developmental Math Sequence

- 100% (63,650) Referred to 3+ Levels of Remediation
- 22% Did Not Pass/Complete Course
- 26% Did Not Enroll in Next Course
- 15% Level 3+ Course
- 7% Level 2 Course
- 4% Level 1 Course
- 4% Gatekeeper
- 2% Passed Gatekeeper Math

Source: CCRC
Tracking Transfer

- Source: "Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees"
Widespread Reform—Little Progress

• A decade of the “Completion Agenda”

• Institutional and sector student outcomes have not improved

• WHY?
Reforms too Limited

- Reforms not scaled
- Reforms too narrowly focused
Problem with the **Structure** of Community Colleges

- Colleges built to promote enrollment—Self Service or Cafeteria Model
- Enrollment focused model does not emphasize completions
Ideal CC Student Pathways

Source: Crosta, 2013.
Actual CC Student Pathways

Source: Crosta, 2013.
Redesigning America’s Community Colleges / MARCH 4, 2016

COMMUNITY COLLEGE RESEARCH CENTER

90 Applicable College Level Quarter credits: Minimum Cumulative GPA 2.0 Required

Important Notes and Conditions

- A course cannot be credited toward more than one distribution or skill area.
- The BOLDFONT numbers below are shared (cross listed) courses with other departments.
- These courses can count only once for credit. Consult course catalog or meet with an advisor.
- "P" grade not allowed in Written Communication, Quantitative/Symbolic Reasoning, Humanities, Social Sciences, and Natural Sciences. Check with your intended transfer university for minimum grade requirements.
- Universities may have other specific admission requirements in addition to those of the transfer degree.
- Courses listed below are subject to change; visit www.bellevuecollege.edu/programs/degrees/transfer for the latest degree updates.

Written Communication: 10 credits

Complete both groups

Group A: English 101

Group B: Choose one: English 201, 235, 271 or 272

Quantitative/Symbolic Reasoning: 5 credits

Beginning Summer 2013 all students must meet this QSR requirement.

Choose one from the following:

- Philosophy 120 (completed Summer 2013 or later)

- Please note: UW may have additional mathematics requirement for admission, that might not be satisfied by some of the above courses. More information at http://admit.washington.edu/admission/transfer/CARD

Humanities: 15 credits

Choose three different subjects from the following: Maximum 5 credits can be a performance/skills course (indicated by *)

- Anthropology: 208
- Dance 130*, 131*, 140*, 141*, 151*, 152*, 202*, 203*
- History 101, 102, 103, 110, 115, 120, 124, 147, 148, 150, 152, 153, 156, 157, 158, 160, 205, 207, 210, 211, 212, 249, 253

200

230

240

250

260

270

280

290
GENERAL EDUCATION REQUIREMENTS

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

English Communication: 6 credits; 3 credits must be in a writing course
- Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- Fine Arts: ARH 120(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PL 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language).
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104, 105, 111, 112, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester.
- Major in a foreign language.
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion).
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151(L), 151(Q), 151(R); NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education.

Letters(L): 6 credits
- AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113, 114(D), 115, 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151(L), 151(Q), 151(R); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D).

Mathematics(MQ): 3 credits satisfied by MTH 141

Natural Sciences(N): 6 credits; satisfied by PHY
- APS 190, 210, 211; APG 101(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275, 315(D); PLS 150, 190; TMD 113.

Social Sciences(S): 6 credits
- APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; EGG 101(D), 104(D), 102(D); HFD 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D).
Cafeteria College

Paths to student 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
New Students Want to Know

- What are my career options?
- What are the education paths to those careers?
- What will I need to take?
- How long will it take and how much will it cost?
- How much financial aid can I get?
- Will my credits transfer?
Returning Students Ask

- How far along am I toward completing my program? Am I on-schedule?
- How much more will I have to pay?
- What will I need to take next term and what will my scheduled be?
- What if I want to change programs?
- How can I get work experience in my field of interest?
Guided Pathways College

- Clear roadmaps to student 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
City Colleges of Chicago
Academic/Career Focus Areas

- ADVANCED MANUFACTURING
- HEALTHCARE
- BUSINESS AND PROFESSIONAL SERVICES
- INFORMATION TECHNOLOGY
- CONSTRUCTION TECHNOLOGY AND DRAFTING
- LIBERAL ARTS
- CULINARY ARTS AND HOSPITALITY
- LIFE AND PHYSICAL SCIENCES
- EDUCATION
- TRANSPORTATION, DISTRIBUTION, AND LOGISTICS
We then developed collateral to help educate students on each Focus Area.

**Focus Area Overview:** Business & Professional Services

*From the corner bakery to a Fortune 500 company, every successful business is the result of many professional disciplines working in tandem. Someone must work with the accounts, analyze data to interpret trends, create a marketing strategy, and manage the overall business plan. Whether you prefer keeping track of numbers or you want to let your creativity shine, all of these things can happen in the right business role. If you are interested in accounting, management, marketing, real estate, or starting your own small business, this is the right focus area for you.*

<table>
<thead>
<tr>
<th>Certificate and Degree Pathways Offered: Harold Washington College Emphasis</th>
<th>From College to Career</th>
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<tbody>
<tr>
<td><strong>Accounting</strong> (All but MX – HW emphasis)</td>
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<tr>
<td>Basic Certificate</td>
<td>Advanced Certificate</td>
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<td>X</td>
<td>X</td>
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<tr>
<td><strong>Business Administration</strong> – General Business (DA / TR)</td>
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<td>X</td>
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<tr>
<td><strong>Business/Economics</strong> (ALL – HW emphasis)</td>
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<td><strong>Insurance</strong> (HW)</td>
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<td>X</td>
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<td><strong>Library Technical Assistant</strong> (WR)</td>
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<td><strong>Mgmt./Marketing</strong> (All but MX – HW emphasis)</td>
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<tr>
<td><strong>Paralegal</strong> (WR)</td>
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</tbody>
</table>

**Students in the Business and Professional Services focus area are likely to take classes like the following:**

- **MATHEMATICS 125** Introductory Statistics
- **BUSINESS 111** Introduction to Business
- **ECONOMICS 201** Principles of Economics I
- **BUSINESS 181** Financial Accounting

**Sample Career Options:**

- Bookkeeping, Accounting, and Auditing Clerks
  - Starting Salary: $25,648.00
  - Compute, classify, and record numerical data to keep financial records complete.

- Manager of Retail Sales
  - Starting Salary: $23,899.20
  - Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.

**Recommended Transfer Options:**

- University of Illinois at Urbana-Champaign
- University of Wisconsin-Madison
- Bradley University
- Indiana University
- Illinois State University
- DePaul University
- University of Illinois at Chicago

**Specific CCC Program Offerings:**

- Some career opportunities CCC prepares students for are listed below:
Pathway maps in our just-released 2014 Academic Catalog provide default schedules

http://www.ccc.edu/departments/Documents/AcademicCatalog_Interactive.pdf
Begin with your CAREER in mind...

A-Z List of Programs
Many of today’s hottest careers are in the healthcare field, with career opportunities and personal satisfaction unmatched by other professions.

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

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

- **Associate Degree Nursing (RN)**
- **LPN to RN (Access in Nursing)**
- **Paramedic to RN**
- **Practical Nursing**

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

~Maya Angelou

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**University Partnership**

- **Bachelor of Science in Nursing**
- **Master of Science in Nursing**
Become a Registered Nurse
(list job titles for someone who earns this specific credential)

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

Career Information
Curriculum Guide
Course Descriptions
Admission Requirements

Apply
Schedule a Visit
Live Chat

Video
Image
Helping Students Choose a Path

- Default program maps
- Required exploratory majors
- Advisors specialize in program areas
- Required college success course
- Assistance for students to change majors
- Culture of faculty responsibility for career advising
The New Student Experience

VALENCIA STUDENT SUCCESS PATHWAY

TRANSITION TO COLLEGE

VALENCIA'S QEP / NEW STUDENT EXPERIENCE

- Required Universal Advising for First Term at Valencia
- College-Credit Bearing Course, Designed to Facilitate an Intro to College & the Needed Success Skills
  - Coordinated Experience
  - Extended Orientation to College
  - Development of an Education Plan
  - Career and Academic Advising
  - Curricular and Co-Curricular Student Engagement
  - Successful Completion of First 15 college-level credits at Valencia
- Alternative Path
  - For students entering college with a clear plan

TRANSITION TO DEGREE, CREDITS, Transfer

- A.A. Degrees
- Embedded Advisors
- A.A. Pre-Majors
- Embedded Advisors
- A.S. Degrees
- Embedded Advisors

GRADUATION, CAREER PLACEMENT, & TRANSFER

- Connect to UCF
- Other Transfer Institutions
- Career and Job Placement

LIFEMAP

College Transition --- Intro to College --- Progression to Degree --- Graduation Transition
The New Student Experience

Extended Orientation to College

Starting a habit that will continue

Start Right

ADVISING
career & academic advising

CURRICULAR
new student experience course

CO-CURRICULAR
college success skills certificate

COMPLETION of first 18 hours of college-level courses

INTEGRATED STUDENT SUCCESS SKILLS
The **New Student Experience**

Students…

- attend a **required new student orientation** where they receive
  - assistance in identifying a major area of study
  - advice on course choices
- take the **required NSE Course** in which they
  - explore and articulate their educational/career purpose and goals
  - learn and apply college success skills
  - demonstrate effective communication skills
  - create an individualized education plan (MEP)
- connect with **an assigned advisor**
- attend **co-curricular activities** that support the foundation of the NSE
- complete a specified number of workshops, activities, and events to earn a College Certificate
- complete the **Start Right Courses** in their program of study
The 6Ps

The New Student Experience Student Learning Outcomes

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

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

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

**Preparation:** Students will apply college success skills.

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

**Place:** Students will demonstrate awareness of college support systems.
Our connection to New York City’s professional community gives you real-world experience and an opportunity to apply what you learn in your classes. Through our engaging academic programs, you will be well-prepared to continue your education or pursue professional opportunities when you graduate.

During your first year, you will declare your major in one of our associate degree programs:
- Business Administration
- Human Services
- Information Technology
- Liberal Arts and Sciences
- Urban Studies

Upon graduation, you can pursue employment or transfer to a bachelor’s degree program. For those who are interested in continuing their education, we have developed partnerships with select four-year CUNY colleges to ensure a smooth transition.

View our list of colleges and programs with which Guttman has articulation agreements.
If you continue to enroll full time, your class schedule over two years might look like this:

### FIRST YEAR

- **Fall** (September–December)
  - LA 105 City Seminar I
  - SOC 111 Ethnographies of Work I
  - MATH 105 Statistics (or MATH 101A Stat A)

- **Spring** (February–June)
  - LA 105 City Seminar II
  - SOC 113 Ethnographies of Work II
  - ENGL 102 Composition I
  - [MATH 102B Stat B]
  - CHEM 110 Intro to Chemistry

- **Spring II** (June–July)
  - BUS 102 Introduction to Business

### SECOND YEAR

- **Fall** (September–December)
  - BUS 102 Introduction to Business
  - BUS 204 Intro to Business or MGT 203 Intro to Management
  - Information Systems
  - ENGL 203 Composition II
  - MATH 120 College Algebra and Trigonometry or MATH 201 Precalculus
  - ECON 203 Microeconomics

- **Spring I** (February–June)
  - ACCT 121 Principles of Accounting I

- **Spring II** (June–July)
  - ECON 204 Contemporary Economic Issues
  - ECON 201 Macroeconomics
  - MATH 201 Precalculus or LAS elective
  - BUS 204 Business Law & Ethics
  - ACCT 223 Principles of Accounting II

Liberal Arts and Sciences Electives
- SOC 102 Introduction to Sociology
- GOVT 201 Urban Politics: NYC Government
- GOVT 202 American Gov’t & Politics
- Math 201 Calculus
Ethnographies of Work II

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

City Seminar I

- 3 college credits: critical issue in NYC
- 3 dev ed credits: quantitative reasoning
- 3 dev ed credits: read/write workshop
Empirical Evidence
Relevance: I-BEST

- Basic skills students enroll directly into college-level coursework
- Remedial instruction integrated into career-technical course using co-teaching model
- Structured pathways to credential and career
- Cohort design
Earning College Credit

Figure 1
Estimated Probabilities of Earning College Credit or CTE College Credit, I-BEST Students and Matched Non-I-BEST Students, From Propensity Score Matching
CCBC ALP (1 year follow-up)

- Enroll 101
- Pass 101 (if enroll)
- Enroll & Pass 101

Reg Dev Ed
ALP
Effects: Time to Complete a College Level Math Course

Traditional Sequence

1 Year

6%

2 Years

15%

Statway

6%

51%

Triple the success rate in half the time.
Comprehensive Reform: ASAP

- Financial incentives: tuition waiver, free textbooks, monthly transit cards
- Consolidated full-time schedule
- Cohort design
- Regular structured advisement for courses and careers
- Extra academic assistance: mandatory tutoring for students deemed at-risk
Block Schedule for Business Meta-Major

ASAP Block Program Sample
Business Administration (A.S.)

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<th>HOURS</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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http://www.bcc.cuny.edu/asap/Documents/ASAP_SampleBlock.pdf
Impact Over Three Years

Three Year Summary Table

Program Group (451)  Control Group (445)

- No. of Sessions enrolled: 6.6 vs. 5.4
- No. of Credits earned: 47.7 vs. 39
- Degrees earned: 40.1% vs. 21.8%

n = 896
• CUNY three year graduation rate for first-time full-time students—14%

• Guttman three year graduation rate—49%

Source: Stuart Cochran, GCC
Florida State U Case Study

**Challenge**

- Students **could not enroll** in the courses they needed
- Students **lack a clear path** to graduation
- Students continued to take courses that were **not “on map”**

**Solution**

- Built **Demand Analysis** to monitor need and open sections for students
- **Introduced maps** for all majors
- Added **Milestone courses** with hold on registration and required students to select **area of interest or major** upon entering

**Results**

- Small improvement in retention and graduation; **no reduction** in excess hours
- Slight improvement in retention/graduation; **no reduction** in excess hours
- 6% point increase in retention, 17% point increase in 4-yr grad rate; number of students with >120 hours decreased from 30% to less than 5%

Source: Larry Abele, FSU
Takeaways

✔ Restructuring taking account of the entire student experience, not just a segment

✔ Build reform around simplified and coherent college level programs of study, including transfer

✔ Redesign intake with goal of helping students choose and successfully enter a POS
Typical Concerns

- Students need to explore
- Students need to learn to take responsibility for themselves
- Faculty or student service personnel may lose their jobs
- Liberal arts are also important
- Guided pathways are too expensive
- Implementing GP takes too long
Guided Pathways Practice Areas

- Clarifying curricular paths: Degree maps
- Helping students get on a path: On ramps
- Keeping students on a path: iPASS
- Ensuring learning: Program learning outcomes
1. Mapping pathways to student end goals

1a. Programs well-designed to prepare students.

1b. Adequate information on the college’s website.

1c. Clear accessible program maps with critical courses and milestones.

Source: CCRC
## AACC Pathways Colleges: Scale of Guided Pathways Essential Practices

### 2. Helping students enter a pathway

- **2a. Sophisticated career planning.**
  - At Scale: 1
  - Implementation in Progress: 6
  - Planning for implementation: 7
  - Not systematic: 16

- **2b. Supports for academically unprepared students targeted to major program areas.**
  - At Scale: 1
  - Implementation in Progress: 2
  - Planning for implementation: 4
  - Not systematic: 23

- **2c. Required math courses aligned with the student’s field of study.**
  - At Scale: 2
  - Implementation in Progress: 2
  - Planning for implementation: 5
  - Not systematic: 12

- **2d. Intensive support is provided to help very poorly prepared students.**
  - At Scale: 2
  - Implementation in Progress: 2
  - Planning for implementation: 2
  - Not systematic: 24

- **2e. College works with high schools and other feeders.**
  - At Scale: 3
  - Implementation in Progress: 3
  - Planning for implementation: 3
  - Not systematic: 12

Source: CCRC
AACC Pathways Colleges: Scale of Guided Pathways Essential Practices

3. Keeping students on a path

3a. The college monitors student program progress.
- At Scale: 0
- Implementation in Progress: 1
- Planning for implementation: 5
- Not systematic: 6
- Not Occurring: 18

3b. Students know where they are.
- At Scale: 0
- Implementation in Progress: 2
- Planning for implementation: 4
- Not systematic: 3
- Not Occurring: 21

3c. The college identifies students at risk and responds.
- At Scale: 0
- Implementation in Progress: 2
- Planning for implementation: 6
- Not systematic: 4
- Not Occurring: 18

3d. Assistance to students in pre-limited access programs.
- At Scale: 0
- Implementation in Progress: 1
- Planning for implementation: 2
- Not systematic: 6
- Not Occurring: 21

3e. Schedules ensure students complete their programs quickly.
- At Scale: 0
- Implementation in Progress: 0
- Planning for implementation: 3
- Not systematic: 5
- Not Occurring: 22

Source: CCRC
AACC Pathways Colleges: Scale of Guided Pathways Essential Practices

4. Ensuring that students are learning

4a. Defined learning outcomes.
4b. Learning outcomes are aligned with the requirements for success.
4c. Assessment of learning outcomes.
4d. Used to improve learning outcomes.
4e. The college tracks individual mastery of learning outcomes.
4f. Targeted professional development.

Source: CCRC
Redesigning America’s Community Colleges
A Clearer Path to Student Success

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For more information

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