

Community College *of* Philadelphia

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, November 3, 2016

1:30 p.m.

Room 124

Northeast Regional Center

AGENDA

- (1) 1:30 p.m. Executive Session
- (2) Public Session
 - (a) Approval of the Minutes of October 13, 2016 (A)
 - (b) Dashboard (D)
 - Are the outcomes of the selected Aspen Prize finalists a better comparison benchmark than the currently used comparison group?
 - To what extent is the College making progress toward reaching target goals?
 - (c) Guided Pathways (D)
 - What are the Guided Pathways principles?
 - To what extent has the College made progress toward implementing the principles?
 - (d) New Business

Attachments:

Minutes of October 13, 2016

Dashboard – October 27, 2016

Aspen Prize Finalists for Community College Excellence, 2016-2017

How Will Guided Pathways Benefit Our Students? - Hirsch

Guided Pathways Update

**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

Thursday, October 13, 2016

1:30 p.m.

Conference Room M2-34

Presiding: Dr. Rényi

Present: Ms. de Fries, Dr. Generals, Ms. Hernández Vélez, Dr. Hirsch, Ms. Horstmann (via phone), Mr. Lassiter, Dr. Roberts, Rep. Roebuck, Jr.

Guests: Ms. Dunston

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of September 1, 2016

The minutes were accepted unanimously.

(b) Dashboard

The discussion began with a question from Ms. Horstmann about the peer group and whether the College should use the top quartile of the peer group or Aspen winners (for example) as peers instead. Dr. Generals agreed that the College should look at possible “aspirational” or goal peers (and name the group accordingly). While the Aspen finalists may provide possible aspirational peers, the institutions might not all be comparable (for instance, suburban institutions) and the top quartile of the peer group might not compare to Aspen winners.

The group discussed how indicator 1.8 (New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS)) provides additional data and insight into student success and that transferring without first earning an Associate degree is a form of student success (though the College would prefer that students first earn their degree before transferring). While the College might be below the peer group for graduation, it is above the peer group on indicator 1.8. Dr. Rényi asked about employment data; how can the College know what it is achieving in this area when data are difficult to get? Dr. Generals described how the College does have data for two employment-related indicators (1.24 on job placement rates and 1.25 on wage and wage growth); that College conducts surveys to gather

additional data on employment; and that the College is going to have an administrative position for placement.

Dr. Rényi suggested the following: for cells with “TBD,” that the date for when the data will be available should be included (either in a footnote or in the cell); for dramatic changes, it would be helpful to include additional information in a footnote (for example, for 1.26, the exam pass rate for Nursing students increased from 2014-15 to 2015-16, but after the exam had been changed in 2013-14, which saw a noticeable decrease the following year); when areas are “under development”, that the color blue be used to distinguish this.

Regarding indicator 2.2, Dr. General explained that the previous deal did collapse and that the College is exploring various options. Ms. de Fries remarked that Goldman Sachs 10,000 Small Businesses data could be added, as could data on career connections the College does have. Mr. Lassister noted that the number of volunteer hours (which can be tied to money for the local economy) would be good data. Ms. de Fries commented that the economic impact has good metrics; Dr. General added that the College just hired a coordinator for Community Engagement and Civic Leadership Initiatives, who works on topics such as expungement workshops and community outreach. Mr. Lassister also suggested that information on faculty who are on boards be included; this would show the College has “thought leaders.”

Regarding the finance section, Dr. General said that although this is in the early stages of the dashboard, at the planning meeting in November the five-year budget will be unveiled and this section will then have more information. Dr. Rényi commented that it could be discussed with the Board whether information on private giving should be included in the dashboard (grants are important, but more restrictive).

Dr. General noted that the dashboard has not yet been shared with the Board of Trustees, but it will be at the planning meeting in November. Dr. Rényi mentioned that it is therefore important to determine the target comparison/peer group at the next Committee meeting. Additionally, the sections on facilities, finances, and community relationships should have more specific goals/indicators.

(c) Academic Program Review Audit

Ms. Dunston presented an updated format for academic program reviews. She noted several aspects of the updated format that should be helpful: emphasis on making the information more digestible/reader-friendly; attempt to make it more scaled in the recommendations; use of more robust citations (which allows the Office of Assessment and Evaluation to look at data points more consistently across programs and more easily see the focus of a given program). The goal is for the total length of the document to be 2-5 pages.

The executive summary will be bulleted key findings, each 1-2 sentences long (key findings are currently included but are embedded throughout the narrative; the new format will highlight them). The action items will mirror the language used by the Middle States Commission on Higher Education. “Suggestions” will introduce best practice ideas the program could implement; “recommendations” will relate to topics programs should note or be aware of and could be addressed in their annual reporting and Quality/Viability Indicators report; “requirements” (formerly called “recommendations”) will be topics that need to be addressed with follow-up reports (sometimes within the academic year). The narrative summary will be more robustly cited and focused on topics addressed in action items. Regarding the sources of evidence, they will try to be more consistent to include all sources of evidence, although these sources may vary across programs.

More program analysis will be added, with the program providing SWOT analysis (which should reduce the need for revisions). Programs will also be provided more opportunity for input with each section having a subsection labeled “Input from the Program.” The Office of Assessment and Evaluation will meet with the program at the beginning of the review process and solicit their input on certain pieces. Program audits will still be conducted internally, but the document provided to the Committee will reflect this new format with more focused information.

Dr. Rényi and Ms. Horstmann suggested that the dashboard should somehow be integrated into program reviews, so that programs would consider how their work contributes to the dashboard. Dr. Rényi asked about how the report could provide more context regarding the College as an institution (for instance, the needs of students, needs of the city, future impact on economy). This could allow the report to focus not only on the micro but also on the big picture and how the two relate. Dr. Generals commented that this is part of the purpose of the planning process and that there could be an attachment about how the program is doing aligned with the broader plans and needs of the College. Ms. Dunston mentioned that an earlier draft of the document did ask programs for statements on mission alignment at the beginning of the review process; something similar could relate to the strategic plan. Dr. Rényi observed that this process could help program faculty perspective, to which Ms. Dunston replied that the action items should help programs/faculty look forward and broaden their thinking, thus enabling this to be an analysis and projection report.

Dr. Hirsch discussed that perhaps the program analysis section should be expanded to make it more clear and less broad; expanding the description of this section may provide clarification. Rep. Roebuck commented that a follow-up could be part of each report (such as how some programs currently submit a report after one year). Ms. Dunston explained that her office will keep a list of educational effectiveness action items, which could include actions from audits; then there could be an annual or bi-annual review of compiled action items. Ms. Dunston addressed upcoming audits and said that four audits were in the pipeline; the first two are in the final revisions, but the next two should include elements of the new system.

(d) New Business

There were no new business topics to discuss.

(3) Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for November 3, 2016 at 1:30 p.m. at the Northeast Regional Center in Room 124

Attachments:

Minutes of September 1, 2016

Dashboard – October 7, 2016

Proposed Academic Program Review Format

Current Program Audit Format

Community College *of* Philadelphia

Dashboard

1.0 Student Success

Indicator of Success								
		2014-15	2015-16	2016-17	CCP Trend	Comparison Group	CCP to Comparison Group	5-Year Goal 2020
	Increase Enrollment							+3 to 5% pts
1.1	New Full-time Students (Fall Admission)	1,574	1,874	1,860	→			
1.2	New Part-time Students (Fall Admission)	3,700	3,599	3,273	↓			
1.3	Total Fall Credit Hours	158,471	160,972	152,326	↓			
	Increase Persistence	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017				+5 to 7% pts
1.4	Fall to Fall New Full-time Students	53.5%	55.3%	TBD	↗	58.0%	↓	
1.5	Fall to Fall New Part-time Students	40.8%	43.0%	TBD	↗	46.0%	↓	
1.6	Fall to Spring (All first-time) Students	70.6%	72.0%	TBD	↗	71.7%	→	

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		2011 Cohort 2014	2012 Cohort 2015	2013 Cohort Projection 2016	CCP Trend	Comparison Group	CCP to Comparison Group	5-Year Goal 2020
	Increase 3-Year CCP Completion							+7 to 10% pts
1.7	3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS)	10.4%	11.6%	12.0%	↗	21.5%	↘	
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS)	27.3%	24.9%	23.5%	→	14.7%	↗	
1.9	Total percentage of satisfactory student outcomes	37.7%	36.5%	35.5%	→	36.2%	→	

		2008 Cohort Reported 2014	2009 Cohort Reported 2015	2010 Cohort Projection 2016	CCP Trend	Comparison Group	CCP to Comparison Group	5-Year Goal 2020
	Increase 6-Year CCP Completion							+7 to 10% pts
1.10	6-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards	20.0%	18.5%	21.9%	→	27.9%	↘	
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	31.6%	31.4%	TBD	→	18.8%	↗	
1.12	Total percentage of satisfactory student outcomes	51.6%	50.0%	TBD	→	46.7%	↗	

	Increase Completion	Grad Year 2014	Grad Year 2015	Grad Year 2016	CCP Trend
1.13	Unduplicated Number of Completers by Graduation Year	1,996	2,103	2,046	→

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		2014-15	2015-16	2016-17	CCP Trend	5-Year Goal 2020
	Improve Success Rates of Students in Developmental English					+7% pts
1.14	Placed Developmental English (Decrease annually)	54.9%	46.6% ¹	36.8% ¹	↗	
1.15	First-Year Success in ENGL 098 (Increase annually)	63.8%	64.1%	TBD	→	
1.16	Completed ENGL 101 within two years (Improve annually)	44.0%	TBD	TBD		
	Improve Success Rates of Students in Developmental Math					+7% pts
1.17	Placed Developmental Math (Decrease annually)	46.4%	44.0%	51.5% ¹	↗	
1.18	Success in Foundational MATH 017 (Increase annually)	32.6%	36.3%	TBD	↗	
1.19	Completed MATH 118 within two years (Improve annually)	17.0%	TBD	TBD		
	Improve Achievement Gap in First Year Success in Developmental English					+5% pts
1.20	All First-time	63.8%	64.1%		→	
1.21	Black	59.7%	58.6%		→	
1.22	Hispanic	65.4%	64.9%		→	
1.23	White	73.2%	77.1%		↗	

¹ Reflects changes in placement cut-off scores

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	Improve Career Preparation and Employment	2014-15	2015-16	2016-17
1.24	Career Program Job Placement Rates	83.6%	TBD	TBD
1.25	Career Program Graduates' Wages and Wage Growth	\$41,926	TBD	TBD
1.26	Licensure Exam Pass Rates			
	Clinical Laboratory Technology	100%	86%	TBD
	Dental Hygiene	100%	100%	TBD
	Diagnostic Medical Imaging	100%	100%	TBD
	Nursing	67.1%	83.2%	87.5%
	Respiratory Care Technology	100%	100%	TBD

2.0	Facilities	Updates	Target Completion	Progress
	Projects			
2.0	Facilities Master Plan	Draft Master Plan by Fall 2016	Spring 2017	60%
2.1	The Hamilton	Negotiating Letter of Intent	August 2018	5%
2.2	Expansion of West Regional Center	Impasse		1%

3.0	Finance	Quarterly Report September 2016 (In Millions)	Quarterly Report December 2016 (In Million)	Quarterly Report March 2017 (In Millions)	Quarterly Report June 2017 (In Millions)	CCP Trend
3.1	Operating Budget Status 2015-2016	Realign budget based on enrollment				
3.2	Operating Cash Flow Position 2015-2016	\$15.0				
3.3	Long Term Cash Investments 2015-2016	Projected \$22.0				

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4.0	Workforce Development	2015-16
4.1	Annual Enrollments – Contract Training, Open Enrollment, Corporate College	2,946
4.2	Revenue (after expenses)	\$1,166,266
4.3	Number of Unique Clients Served (WedNet, Contract Training, Corporate College)	43
4.4	10KSB # of Businesses Served Annually (Cohorts)	83 (Cohorts 9-11)
4.5	10KSB Retention Rate	99% (Cohorts 1-10)
4.6	10KSB % Scholars Who Increased Revenues at 6 months	72% (Cohorts 1-8)
4.7	10KSB % Scholars who created Jobs at 6 months	52% (Cohorts 1-8)
4.8	Career Services Total Visitors to the Center	1,336
4.9	Career Services Number of Workshops/Participants	7/42
4.10	Career Services Number of Classes/Participants	75/1,307
4.11	Career Services Number of Job Fairs/Participants/Employers	2/354/75
4.12	Career Services Resume Reviews	1,600
4.13	Career Services Number of Regional Centers events/participants	11/307

5.0	Community Relationships	5-Year Goal
5.1	Number of College-community partnerships	50
5.2	Number of student volunteer hours	10,000
5.3	Monetary value of faculty/staff volunteer hours	\$500,000
5.4	Number of visitors for events open to the public	3,000

Aspen Prize Finalists for Community College Excellence, 2016-17 Characteristics of Urban Colleges with Unduplicated Headcount over 10,000			Size: Annual Unduplicated Headcount	Percent Minority	Retention Fall 2014 to Fall 2015 Full Time	Retention Fall 2014 to Fall 2015 Part Time	Fall 2012 Cohort Overall Graduation	Fall 2012 Transfer-Out Rate
Mesa Community College	Mesa	AZ	36,054	31.8	61%	38%	13%	29%
Phoenix College	Phoenix	AZ	19,008	54.2	61%	45%	16%	30%
Paradise Valley Community College	Phoenix	AZ	14,198	21.2	70%	47%	20%	38%
GateWay Community College	Phoenix	AZ	10,444	46.1	61%	42%	14%	40%
Santa Ana College	Santa Ana	CA	45,832	47.8	69%	28%	25%	8%
De Anza College	Cupertino	CA	35,540	26.7	81%	43%	62%	9%
Pasadena City College	Pasadena	CA	34,050	50.3	78%	55%	36%	9%
Riverside City College	Riverside	CA	27,033	64.7	70%	49%	27%	14%
San Joaquin Delta College	Stockton	CA	24,078	51.8	79%	57%	31%	10%
Modesto Junior College	Modesto	CA	23,093	46.7	70%	52%	24%	12%
Ventura College	Ventura	CA	18,397	56.9	75%	46%	30%	6%
Coastline Community College	Fountain Valley	CA	18,330	37.0	46%	28%	26%	12%
Santiago Canyon College	Orange	CA	17,148	47.8	75%	49%	36%	14%
Allan Hancock College	Santa Maria	CA	16,691	50.5	74%	50%	28%	5%
San Bernardino Valley College	San Bernardino	CA	16,452	75.4	67%	52%	19%	9%
San Jose City College	San Jose	CA	10,540	46.8	56%	37%	25%	12%
Tallahassee Community College	Tallahassee	FL	18,728	43.9	58%	42%	35%	24%
City Colleges of Chicago-Kennedy-King College	Chicago	IL	10,054	93.9	43%	14%	25%	17%
Wayne County Community College District	Detroit	MI	26,702	64.1	41%	25%	10%	25%
Mott Community College	Flint	MI	13,692	24.9	55%	46%	16%	21%
Ozarks Technical Community College	Springfield	MO	19,793	6.9	60%	41%	24%	18%
Central Community College	Grand Island	NE	11,834	15.5	69%	44%	32%	22%
Essex County College	Newark	NJ	16,203	73.1	56%	40%	10%	14%
Central New Mexico Community College	Albuquerque	NM	41,205	56.2	61%	39%	16%	10%
CUNY Kingsborough Community College	Brooklyn	NY	24,857	51.1	67%	41%	26%	16%
CUNY Bronx Community College	Bronx	NY	15,146	92.0	58%	42%	16%	13%
South Texas College	McAllen	TX	40,766	93.9	61%	59%	N/A	N/A
El Paso Community College	El Paso	TX	39,225	87.2	64%	50%	13%	17%
North Lake College	Irving	TX	19,849	53.0	59%	45%	8%	21%
Del Mar College	Corpus Christi	TX	14,604	66.1	62%	51%	7%	9%
Tyler Junior College	Tyler	TX	14,596	36.5	55%	39%	19%	28%
Everett Community College	Everett	WA	13,613	11.6	66%	51%	28%	19%
Tacoma Community College	Tacoma	WA	11,416	19.0	61%	49%	25%	22%
Pierce College-Fort Steilacoom	Lakewood	WA	10,948	23.8	50%	38%	26%	34%

MEDIAN					61%	45%	25%	16%
MEAN					63%	43%	23%	18%



▶ **How Will Guided Pathways Benefit Our Students?**

by Dr. Samuel Hirsch

For the past year, Community College of Philadelphia has been making steady progress in implementing Guided Pathways at the College. With the 2016–2017 academic year, the College will make even greater leaps in this reform. Key areas of the Guided Pathways Initiative include Curriculum Mapping, Academic Advising, Increased Success in Developmental Education and a Streamlined Intake Process. Department heads, faculty and deans worked together over the summer to configure our programs into cohesive academic pathways.

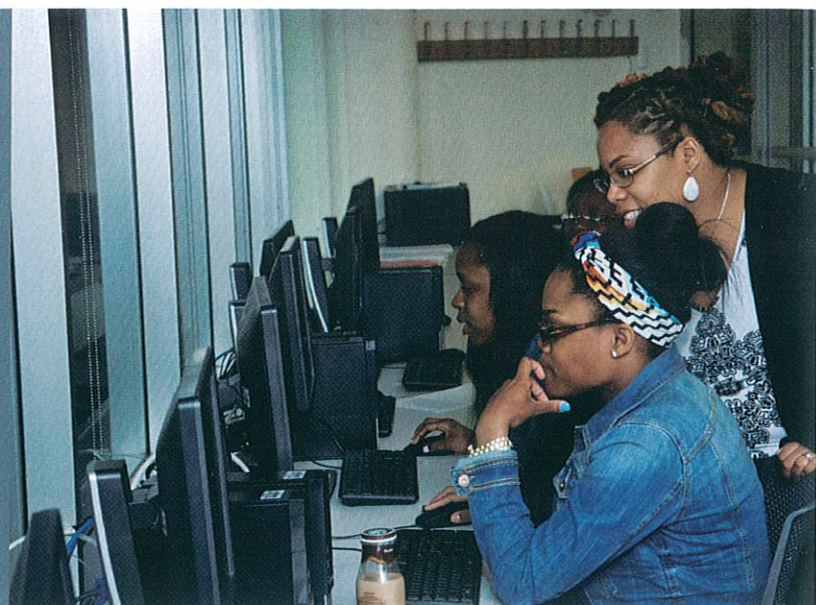
Using these Academic Pathways developed by department heads and program faculty, faculty from different programs will work together over the fall semester to determine and maximize course sequencing and build curriculum maps to increase the efficiency with which students can complete a degree. Additionally, the College has hired seven full-time advisors. These new advisors were in place ahead of the fall semester, ready to provide comprehensive support to students. In order to implement the principles of Guided Pathways, the College's faculty and staff have been engaged in exploring best practices and examining closely how such practices can be adapted to most effectively fit our context.

All of this work has been accomplished and planned to benefit students and better support student success, the emphasis of the Guided Pathways movement.

When reviewing its programs and services, a postsecondary institution should consider its students' goals as a starting point. For the majority of our students, this usually means one of two goals: either completing a degree and transferring to a four-year institution for further education, or applying their knowledge to the job market for better employment. To help students attain their goals, the College considers how it can increase two important measures of student success: persistence, from semester-to-semester and from year-to-year, and the graduation rate. Improvements made to four fundamental components of the Guided Pathways reform—intake process, curriculum maps, developmental education and advising—benefit students in multiple ways.



Research has shown that by choosing an academic direction early, students can then better comprehend the purpose of the courses they take within their chosen curriculum.



► Intake Process

Effective intake processes can help students choose and enter a program of study in the most efficient way possible. The intake process begins before a student starts his/her studies at an institution. It can include new student orientation, summer bridge activities and career assessments, and extend into first-year experiences with advisors and first-year experience courses. A key aspect to this is choosing a program of study when entering the College. Research has shown that by choosing an academic direction early, students can then better comprehend the purpose of the courses they take within their chosen curriculum. By having students clarify their goals at the beginning of their studies and connect their program and courses to that goal, research has shown that this can increase motivation, which, in turn, leads to increased persistence and further studies. Other institutions have also seen success with first-year experience courses. Overall, students are more likely to persist and complete their studies if they have taken part in a first-year experience or college skills course.

Beginning with the fall 2016 semester, the College is now offering a first-year experience course for two of its largest programs: FYE 101 for Liberal Arts and AH (Allied Health) 101 for Health Care Studies. The College is considering how first-year experience courses can be used for other large programs.

► Curriculum Maps

Research has shown that students benefit from a more structured approach to their studies. In order to provide this, faculty review their programs to examine general education options, course sequencing, elective choices, etc. Based on such reviews, faculty develop curriculum maps, which act as default academic plans. Curriculum maps provide students with a clearly delineated pathway through an academic program. The focus is not on individual courses, but the program as a whole and how courses fit within the context of the program. Students are then better able to make connections across courses, to see the purpose of the particular curriculum and to see how the program helps them achieve their goals. Again, this can positively impact motivation. Additionally, the default curriculum maps, along with having a more focused choice of courses, mark “milestones” throughout the curriculum. With these milestones and the carefully curated selection of courses, students are able to progress through the program more efficiently, thus avoiding accumulating “extra” credits. By staying on the prescribed path to a completed degree, students are more likely to persist and actually earn the degree. Moreover, with fewer extra credits, they are able to complete their degree in a shorter period, saving them both valuable time and money. Curriculum maps also contain information on transfer institutions and employment. Armed with this information from the beginning of their studies, students can make better informed decisions while at the College that can then positively affect their studies and work after they graduate.



▶ **Developmental Education**

Creating curriculum maps is one way that Guided Pathways can help students complete their degree in a shorter length of time. Another means to this is to more effectively move, or onboard students from developmental education courses into college credit-bearing courses. More than 50 percent of community college students place into developmental education courses (math, English and English as a Second Language). Developmental education courses have traditionally been a stumbling block for many students; students who take developmental education courses are less likely to complete a degree than students who go directly into college-level courses. Making developmental education more effective should reduce this gap. Common practices in refining developmental education programs include contextualizing learning and developing corequisite programs. The goal of such efforts is to increase the likelihood of students successfully completing their developmental education courses and, when possible, to do so more efficiently. By reducing the stumbling blocks students have traditionally experienced with developmental education, we can help students move through their studies and complete a degree.

With full-time advisors available to our students, the College will be better able to not only monitor student progress, but more importantly, proactively address any apparent deviations from a student's chosen academic path.

▶ **Extensive Advising and Progress Tracking**

Academic advising is often a challenging area for community colleges: advisors may see a very high number of students and students may see several different advisors over time. In a recent national survey, nearly one-third of respondents said they rarely or never used academic advising services (www.ccsse.org/survey/bench_support.cfm). Student surveys such as the CCSSE and Ruffalo Noel Levitz report that student engagement positively correlates with the frequency of seeing an academic advisor. With full-time advisors available to Community College of Philadelphia students, the

College will be better able to not only monitor student progress, but more importantly, proactively address any apparent deviations from a student's chosen academic path. In addition to monitoring through traditional advising (which may be dependent on the student actively seeking advisement), the College has begun to use Starfish, an online system with which faculty and staff (including counselors and advisors) can track students' progress over time. With this system, faculty and staff can reach out to students,

whether it be to send them a "kudos" for work well done or provide a referral to a student service. While the use of Starfish is relatively new at the College, some colleges



have already seen benefits to students. Starfish early alerts were implemented at Columbus State Community College in 2012. Within just a few years, the percentage of students receiving a Starfish-related communication increased from 12 percent to 93 percent. In addition to the increase in students affected by Starfish, the College also saw an increase in course completion rates, which overall rose more than four percentage points since the platform's implementation. Harper College has developed a program for identifying at-risk students and communicating with them via Starfish about campus resources. For students who were part of this program and met with a counselor, persistence from fall to spring was higher than for students who were not part of this group (80 percent vs. 70 percent) (www.starfishsolutions.com/clients/community-colleges/). Beginning with the 2016-2017 academic year, the College will be able to analyze how the use of Starfish benefits students in year-to-year persistence, and then later in graduation rates.

► **Scale**

Employing the principles of Guided Pathways allows us to assist students from before they even register at the College to after they receive a degree or credential. Just as the College can increase the depth of support it provides to students, it can also increase the breadth. One of the most important tenants of the Guided Pathways movement is that work be done at scale. The College has been an active leader in student success initiatives, as evidenced by its participation in the Achieving the Dream initiative. The College has undertaken numerous efforts to increase student success, and each of these efforts has impacted subgroups of students. A requirement for taking part in the Pathways Project is that changes be made at scale to impact as many students as possible. With this in mind, benefits are not limited to specific groups of students, but to all students at the College. While making such extensive College-wide changes can be challenging, the widespread benefit to students will be the result.

Community
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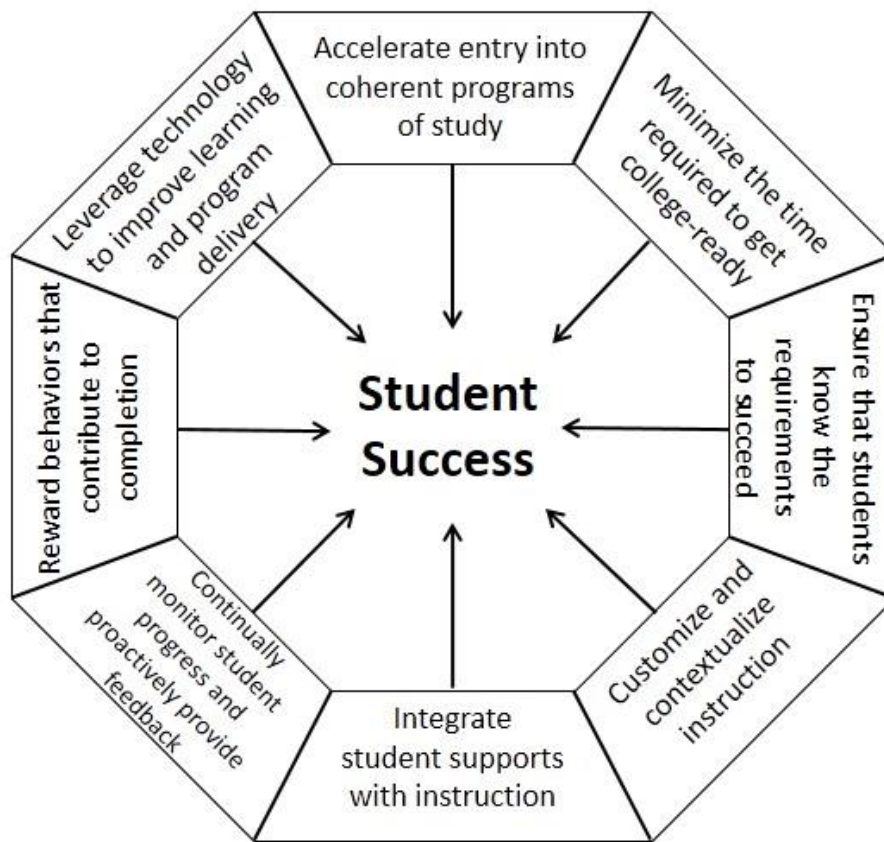
Guided Pathways
at
Community College of Philadelphia

Progress Update

November 2016

Principles of Guided Pathways

Guided Pathways



Guided Pathways at Community College of Philadelphia Progress Update

Effective Intake Process ➡ Via effective intake processes, students develop roadmaps for their studies

- Fall 2016: Review of intake/onboarding processes
- April 2017: Launch of revised intake/onboarding processes

Academic Pathways / Clusters ➡ Programs grouped into academic pathways/clusters based on commonalities

- Summer 2016: At a three-part Summer Institute in May/June, 50 faculty leaders, including department heads, curriculum coordinators and program directors, identified seven academic pathways/clusters (see attached)
- Spring-Fall 2017: Incorporation of academic pathways into College's marketing materials, including website

Developmental Education

- More effective placement of students
 - Fall 2015: New placement test implemented
 - Since new placement test, fewer students placing into developmental English and more directly into college-level courses
 - Spring-Summer 2017: Determine multiple methods for placement
- Reduce barriers to college-level courses
 - Summer 2016: Task force reviewed innovative delivery approaches to developmental education/ESL to lessen barriers to college-level courses.
 - Most promising practice for College: contextualized learning
 - Fall 2016: Foundational Math 016 and Foundational Math 017 utilized contextualized learning for students in the Health Care Studies program
 - Fall 2016: Foundational Math Steering Committee created to develop a strategic plan for scaling up efforts to increase student success
 - Spring 2017: Incorporate contextualized instruction into sample of developmental English and math courses
 - Fall 2017: Full launch of contextualized developmental education courses

Curriculum Maps ➡ Curriculum maps provide structured, coherent, and more prescriptive curriculum which act as default academic plans. Curriculum maps are created for four groups of students: Full-time college-ready; part-time college-ready; full-time with developmental; part-time with developmental

- Spring 2016: Developed template with courses, significant milestones, information about possible transfer and/or career options
- Spring 2016: Maps submitted for two programs: Liberal Arts-Social/Behavioral Science and Computer Information Systems
- Summer 2016: Curriculum mapping included at Summer Institute for faculty leaders
- Fall 2016: Programs completing curriculum maps

First-Year Experience Courses → FYE courses provide students information about educational plans, support services, study skills, and transfer/career options

- Summer 2016: Developed common syllabus for First-Year Experience courses
- Fall 2016: Implemented courses for two of largest programs: FYE 101 for Liberal Arts and AH 101 for Allied Health programs
- Fall 2016: New students required to take in first 12 credits
- Fall 2017: Expanding to revised Business program

Wrap-Around Student Services → Student support services present throughout studies and embedded in programs

- Summer 2016: Established Academic Advising Department and coherent service delivery model
- Summer 2016: 7 full-time advisors hired
- Fall 2016: Advisors assigned to largest programs and work with faculty to support students
- Fall 2016: New students meet with advisors at beginning and throughout program of study

Proactive Student Monitoring → Feedback from faculty and “intrusive advising” to help keep students on track

- 2015-2016: Began using Starfish, an early alert and monitoring system
 - Faculty send tracking items such as “kudos,” flags, and referrals to students
 - 493 faculty members provided feedback to students
 - Sent over 37,000 tracking items
- 2015-2016: Training offered to faculty
- Fall 2016: Counselors and advisors use to monitor student progress and as tool in case management
- Fall 2016: Training is being expanded

College Leverages Technology to Better Support Student Success

- Began implementation of multiple technological tools ahead of Guided Pathways
 - 2011: Early alert system (replaced in 2015 by Starfish)
 - 2013: Early use of MyDegreePath –academic plans/audits
 - 2014: Implemented Hobsons Customer Relations Management System for prospective students
- Summer 2015: Received iPASS grant used to develop single log-in for all systems
 - Integrated Planning and Advising for Student Success
- 2015-16: Civitas Illume - predictive analytics tool for Student Success Team
- Spring 2016: Launched mobile app (over 20,000 downloads)
- Fall 2016: Broadened use of Starfish by counselors and advisors
- Fall 2016: Expanded use of MyDegreePath

ACADEMIC PATHWAYS						
Health Care	STEM	Professional Studies, Transportation and Manufacturing	Business, Entrepreneurship, and Law	Creative Arts	Liberal Arts and Communications	Education and Human Services
Degrees						
Clinical Laboratory Technician*	Applied Science & Engineering Technology	Architecture*	Accounting	Art and Design *	American Sign Lg/English Interpreting*	Behavioral Health/Human Services
Dental Hygiene*	Biology*	Automotive Technology	Business	Digital Video Production	Communication Studies	Education, Early Childhood
Diagnostic Medical Imaging*	Chemistry*	Building Science	Business Administration	Music*	English	Education, Middle Level
Health Care Studies	Computer Information Systems – IT	Computer Assisted Design Technology	Culinary Arts	Photographic Imaging	International Studies	Education, Secondary Humanities/Social Studies Option
Health Services Management*	Computer Science	Construction Management	Hospitality Management	Sound Recording and Music Technology*	Liberal Arts	Education, Secondary Math/Science Option
Nursing*	Engineering Science*	Facility Mngt - Construction Option	Digital Forensics		Liberal Arts - Honors Option*	Liberal Arts – Social/Behavioral Science
Respiratory Care Technology*	Mathematics*	Facility Mngt - Design Option	Justice		Mass Media	Psychology
		Fire Science	Paralegal Studies*		Religious Studies	
		Interior Design*			Theater	
		Technical Studies*				

ACADEMIC AND PROFICIENCY CERTIFICATES						
Clinical Assistant PC	Biomedical Equipment Technology I PC	Automotive Service PC	Accounting Paraprof. PC	Digital Imaging PC	Acting PC	Human Services AC
Medical Insurance Billing PC	Biomedical Equipment Technology II PC	Computer Assisted Design Technology AC	Culinary Arts PC	Digital Video Production PC	Creative Writing AC	Recovery & Transformation AC
Ophthalmic Technician PC	Computer Prog & Sftwr Devt PC	Energy Conservation AC	Electronic Discovery PC		Technical Theater PC	Recovery & Transformation PC
Patient Service Representative PC	Network & Systems Administration PC	Process Technology PC	Entrepreneurship PC		Social & Human Service Assistant PC	
			Geographic Info. Systems PC		Youth Work PC	
			Paralegal Studies* PC			

* Select program