

Using Data to Advance **Equitable Student Success** Through Guided Pathways

Davis Jenkins
Senior Research Scholar

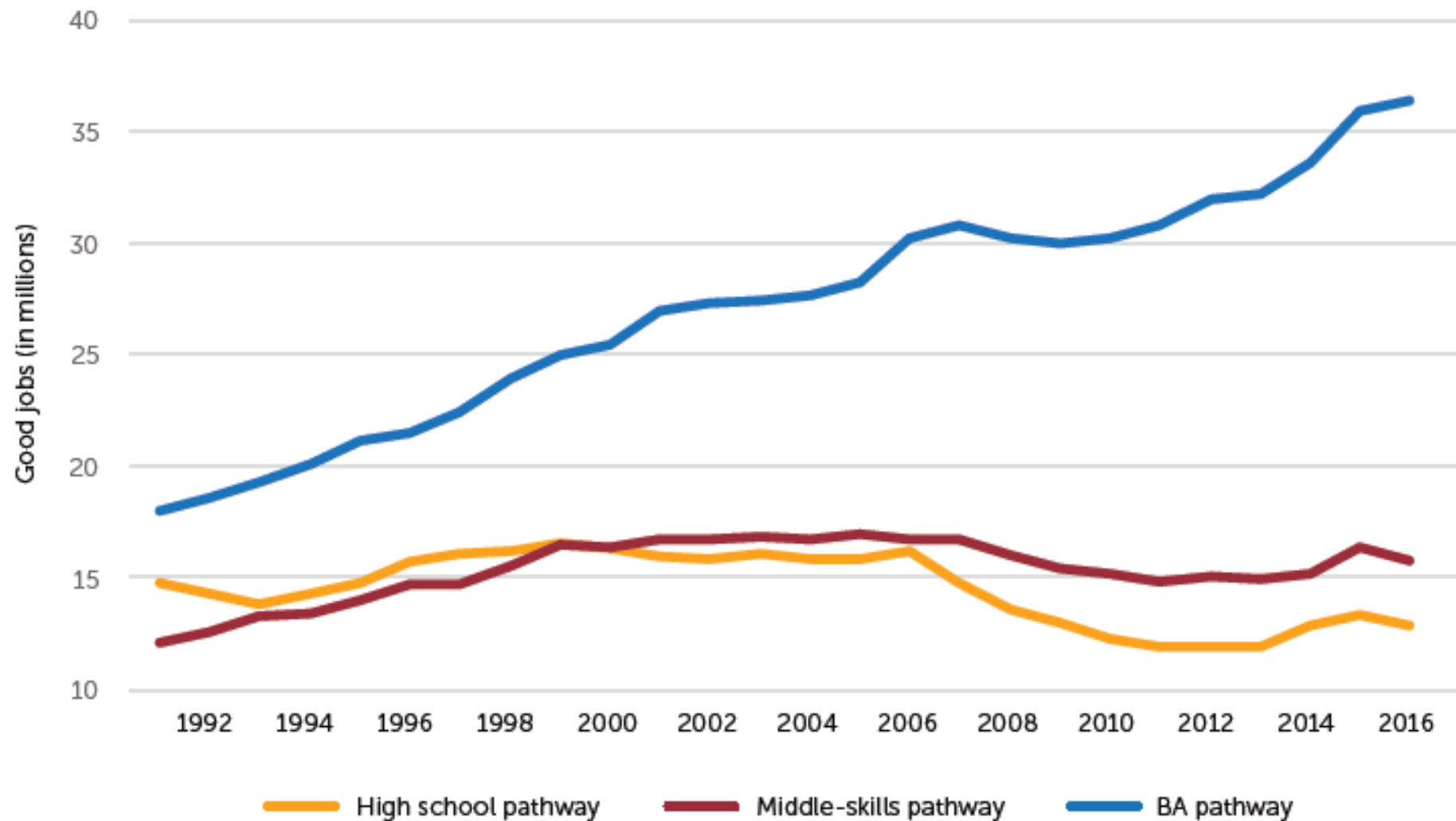
Florida Pathways Institute

Hana Lahr
Senior Research Associate and
Program Lead

September 22, 2020

Trends in Good Jobs*

Figure 4. By 2000, the middle-skills pathway surpassed the high school pathway in providing good jobs.



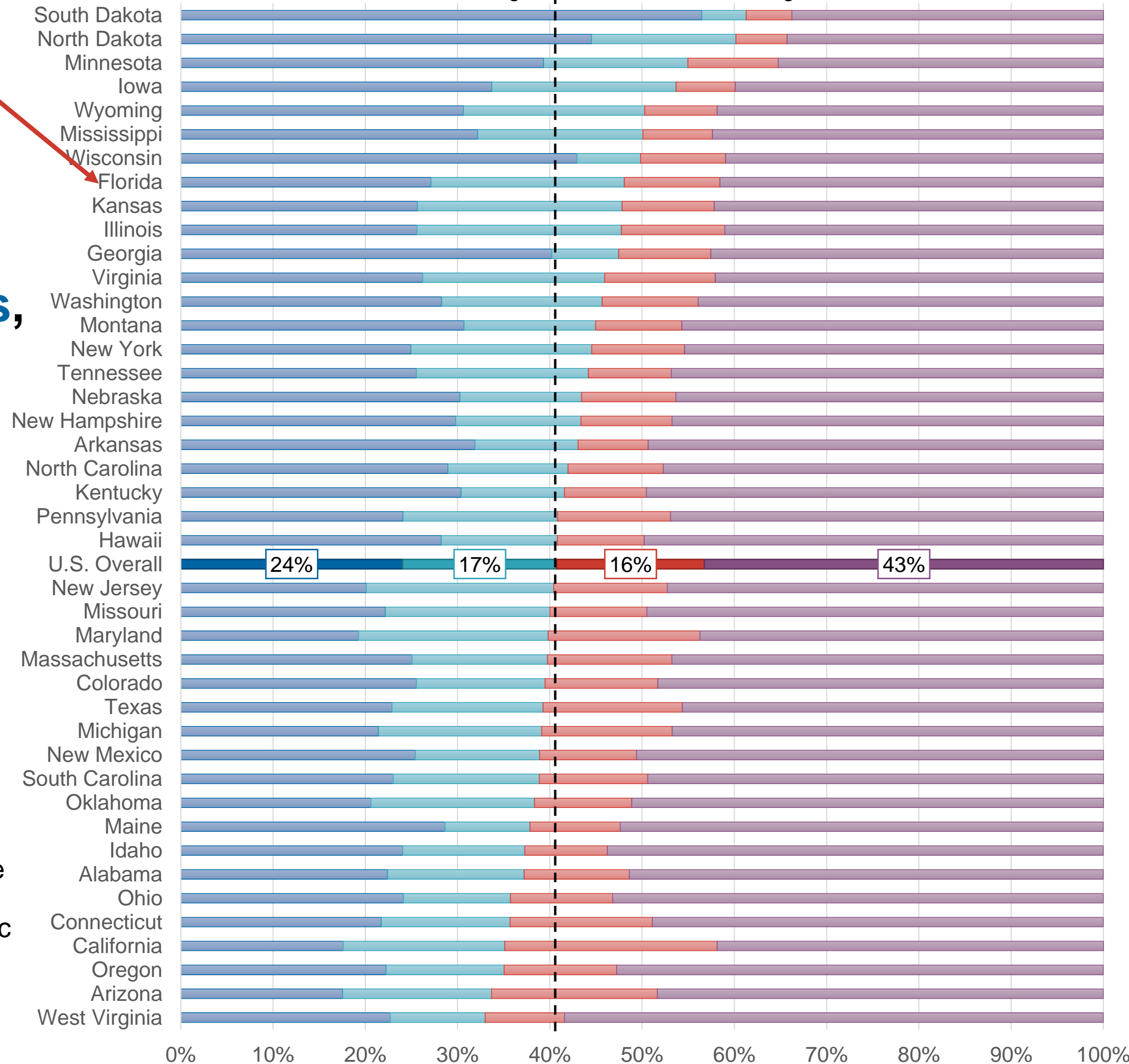
Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau and Bureau of Labor Statistics, *Current Population Survey*, 1992–2017.

* “Good jobs” defined as those that pay a minimum of \$35,000 for workers between the ages of 25 and 44 and at least \$45,000 for workers between the ages of 45 and 64.

Highest Outcomes in Six-Years: Community College Entrants, by State

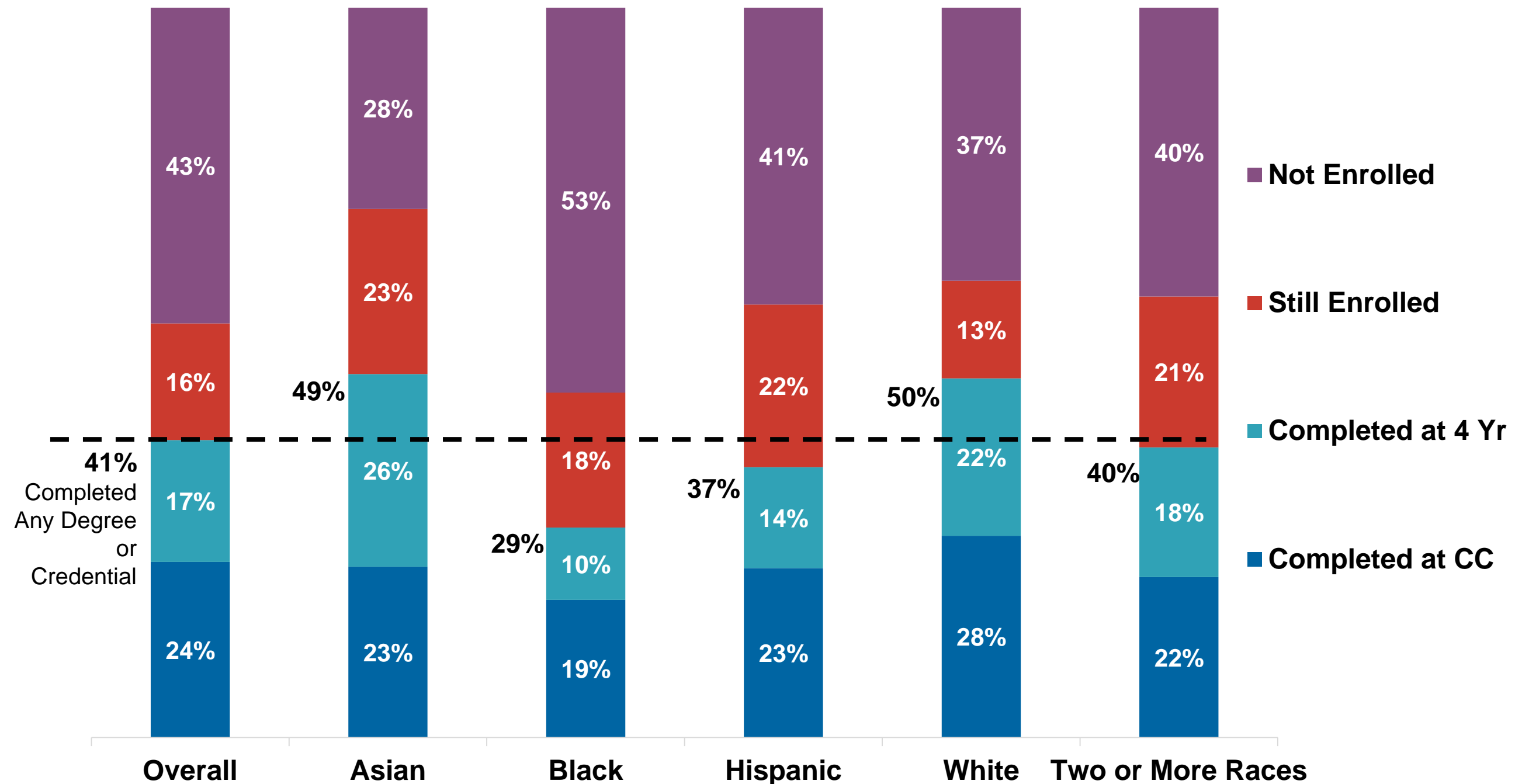
FLORIDA

- Completed at CC
- Completed at FY
- Still enrolled
- Not enrolled



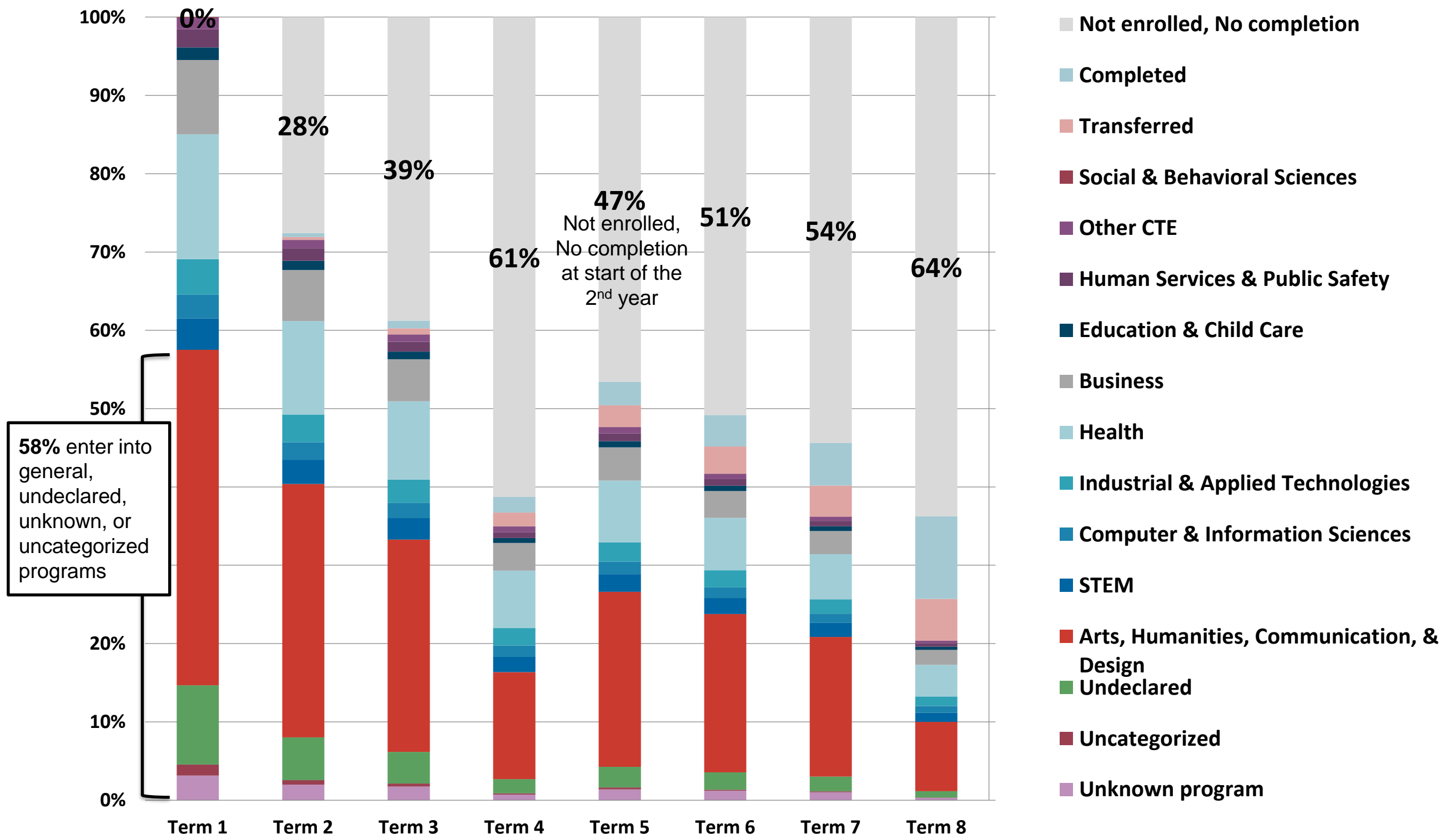
Source: NSC Completing College Signature Report tracking the fall 2013 FTIC, degree-seeking public 2-yr entering cohort (excluding current dual enrollment students but **including** former DE students)

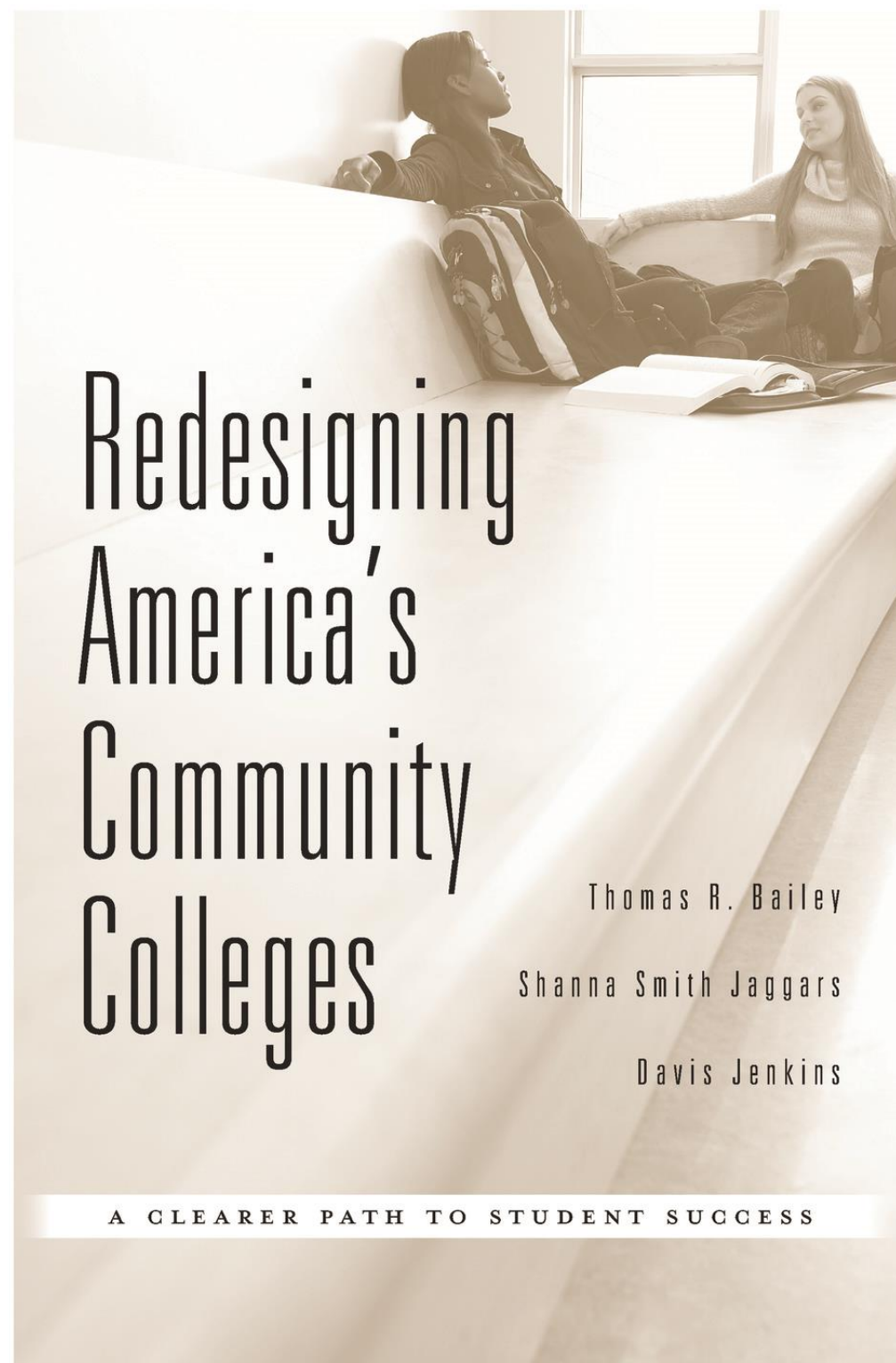
Highest Outcomes in Six-Years among FTIC Community College Entrants, by Race/Ethnicity



Many students don't return for a second year

Term-by-term program enrollments among degree-seeking CC entrants in one state





Redesigning America's Community Colleges

Thomas R. Bailey

Shanna Smith Jaggars

Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS

Cafeteria College: Designed for Access not Success

Program paths to degrees, good jobs and transfer unclear

- Many CTE programs lead to low-wage jobs; few students “stack” credentials
- Most AA programs do not prepare students for transfer in a major field of interest
- Websites often unclear re: program requirements, career and transfer outcomes

New students not helped to explore interests, develop a plan

- Few opportunities for students to engage with faculty, others in a field of interest
- Prerequisite remediation prevents students from taking courses of interest

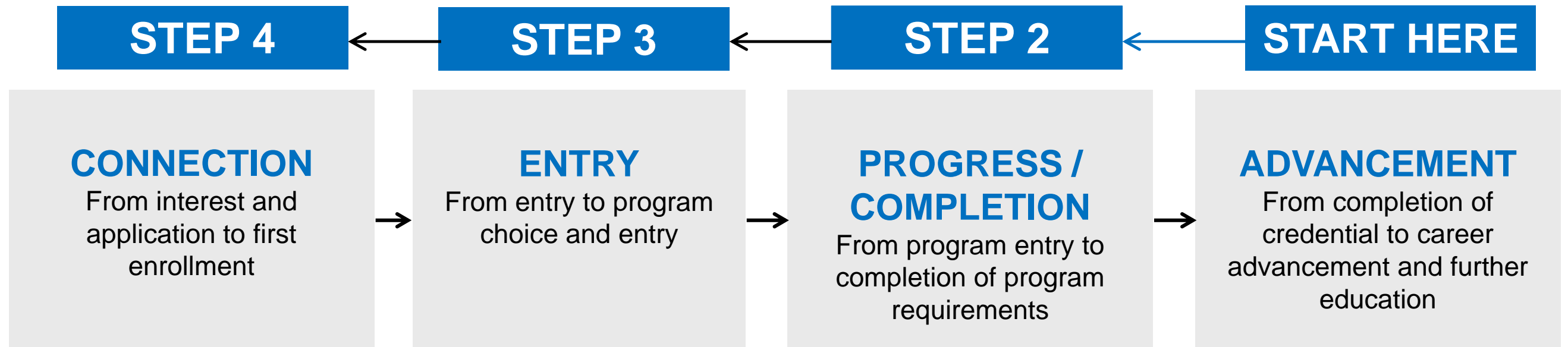
Students progress isn't monitored

- Students typically self-advise yet can't monitor their progress toward completion
- Colleges often fail to schedule courses students need, when they need them

Too few students experience active teaching/learning

- Most students lack opportunities to gain program-relevant experience
- Many students poorly prepared to succeed in fully online courses
- Instructors not systematically helped to learn effective teaching practices

Redesign, Starting with student goals



- College **marketing / recruitment materials** and **website** organized by career-oriented **meta-major** fields
- Website shows **curriculum maps** and **connections to job and BA transfer outcomes** for all programs
- **Career and college exploration** activities for area high school students
- **HS dual enrollment students** helped to develop **college and career plans**, advised accordingly
- **Contextualized “bridge” programs** for adult basic skills students
- Required **orientation** and **advising** organized by **meta-major**
- Prescribed **first-term curriculum** by **meta-major**, including field-appropriate math course
- **Academic support integrated into college-level gateway courses** in math, English, and other subjects for poorly prepared students
- **Program foundation courses redesigned** and taught to help all students develop field-specific essential skills
- All students helped **to explore career/college options and interests** and develop **full-program academic/financial plan** in term 1 (sometimes as part of FYE course)
- **Advisors monitor progress** of students on academic plans by meta-major, intervening when necessary
- **Students can monitor their progress** online; must meet with advisor to change plan
- **Multi-term class schedules** based on program plans to ensure courses offered when students need them
- All students helped to **gain program-relevant experience**
- All students offered **job search and transfer planning assistance** by meta-major
- **Transfer agreements and guides** with universities regularly updated to ensure applicability of credits
- **Employers regularly engaged** by meta-major to review curriculum, offer internships and other support
- **Graduates regularly surveyed** to provide recommendations for program improvement
- **Regular rigorous program review** involving university and employer input to ensure alignment of program outcomes with employment and transfer requirements

Guided Pathways College: Redesigned for Access and Success

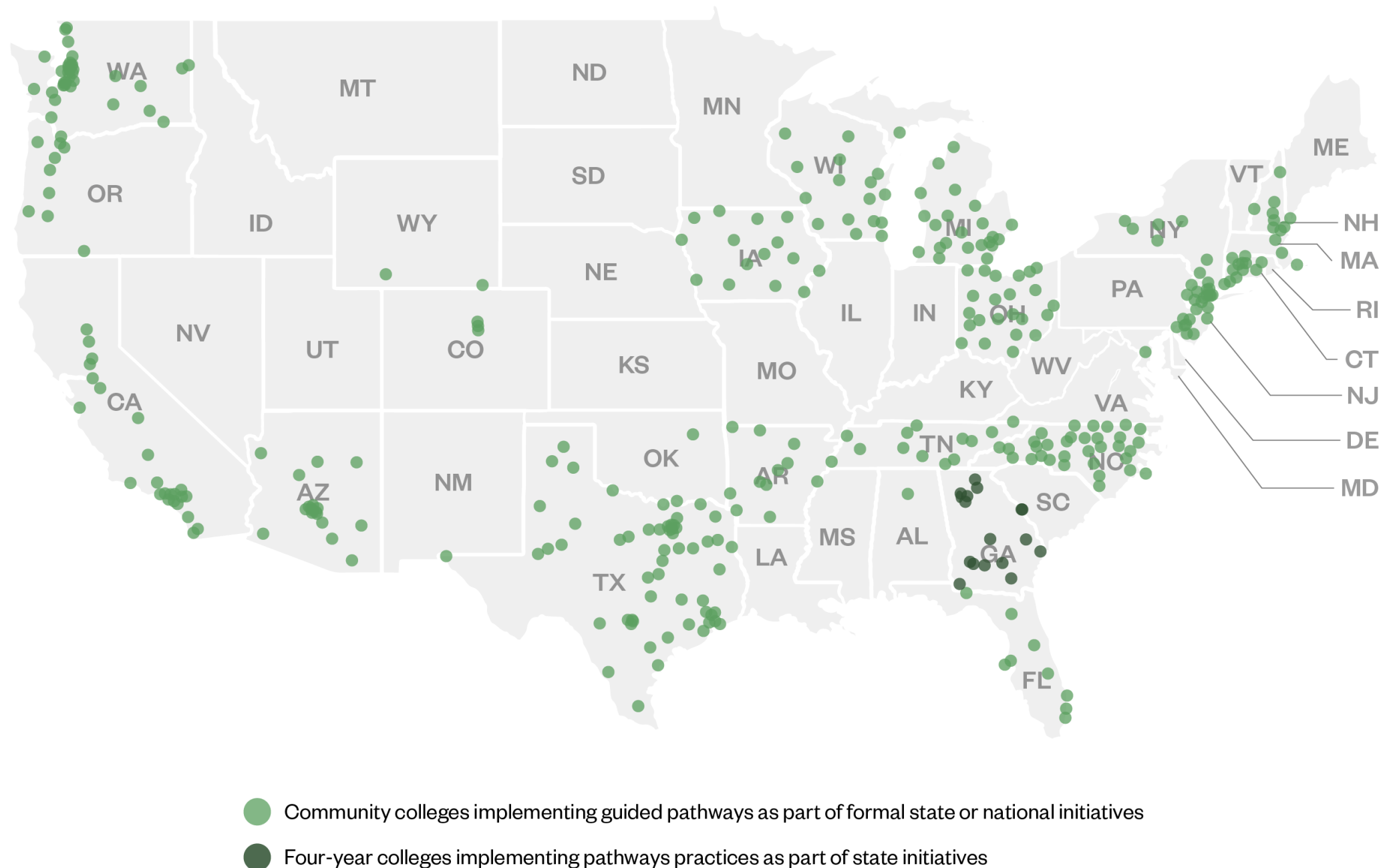
Clarify paths to student end goals – by ensuring that every program prepares students for good jobs and further education needed for career advancement

Help students get on a path – by helping all students actively explore options and interests, become part of an academic and career community, and develop a full program completion plan

Keep students on path – by scheduling classes and monitoring student progress based on students' plans to ensure timely and affordable program completion

Ensure students are learning – by strengthening active and experiential learning across programs to ensure students have know-how (including soft skills) required for good jobs and further education

A National Movement: Colleges in Formal National and State GP Initiatives





Guided Pathways Essential Practices

Clarify paths to student end goals

- ❑ Organize programs by field (meta-major) to facilitate exploration and engage students in an academic and career community
- ❑ Backward map all programs from good jobs and/or transfer in a major

Help students get on a path

- ❑ Help all new students (including hs dual enrollment and adult ed students) explore options and interests, make a purposeful program choice
- ❑ Replace prerequisite remediation with teaching students be effective learners in college-level program foundation courses
- ❑ Ensure all new students have a term 1 “light the fire” learning experience
- ❑ Help all new students develop a full-program plan by end of term 1

Keep students on path

- ❑ Schedule courses and monitor students’ progress based on plans

Ensure students are learning across programs

- ❑ Introduce students to practice of the field through active learning in classes
- ❑ Ensure every student gains program-relevant experience

Rethinking the Community College **Education and Business Model**

From:

Offer low-cost, accessible college courses for gen ed transfer or CTE or remediation



Increase underrepresented students' access to and completion of post-secondary credentials



Ad hoc high school, university, and employer partnerships



To:

Offer affordable programs leading to degrees + demonstrated skills + relevant experience in fields of importance to the college's region

Increase underrepresented students' access to and completion of higher-level credentials in higher-returning fields

CCs as linchpin in regional cross-sector education pathways in fields of economic importance

Guided Pathways to What? For Whom?

CCRC ANALYTICS

COMMUNITY COLLEGE RESEARCH CENTER | JUNE 2020

Unpacking Program Enrollments and Completions With Equity in Mind

By John Fink and Davis Jenkins

Across the country hundreds of community colleges are implementing

whole-college guided pathways reforms to create clearer paths to college and career success for students.¹ The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests and aspirations, and to plan and complete a program of study to achieve those goals. As part of these reforms, colleges redesign intake and advising processes around broad career fields sometimes called “meta-majors”; this helps entering students make sense of the large number of program options that are available and engages them with faculty, advisors, and other students in a field of interest right from the start (Jenkins et al., 2020). Guided pathways reforms are challenging for colleges to pursue; they entail the participation of all staff in modifying practices around a far-reaching notion of student success (Jenkins et al., 2019). They require a shift in mindset wherein college personnel ask not only “Are students persisting and completing?” but also “Do our programs really lead to the education and career outcomes students seek?” and “Is student representation across our programs equitable?”

Critically examining what programs students are entering and completing is particularly important given that some community college programs lead to substantially higher economic returns than others (Belfield & Bailey, 2017; Dadgar & Trimble, 2015). A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines (Carnevale et al., 2016; Castex & Decher, 2014). Though this research has focused primarily on the four-year sector, it may be that community colleges are in even more danger of facilitating inequitable stratification since their programs vary by subject area as well as length (corresponding, e.g., to short- and long-term certificates, applied associate degrees, and associate of arts degrees designed to prepare students for upward transfer to bachelor’s degree programs). There is a wide range in the economic returns to different types of community college awards, with longer programs and those leading to bachelor’s degrees in math-intensive fields, for example, leading to stronger labor market returns.



A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.

Higher-Returning Associate Degrees

FIGURE 12. Workers with associate's degrees in engineering have median earnings between \$50,001 and \$60,000 per year, compared to between \$20,001 and \$30,000 per year for those who studied education or fine arts.

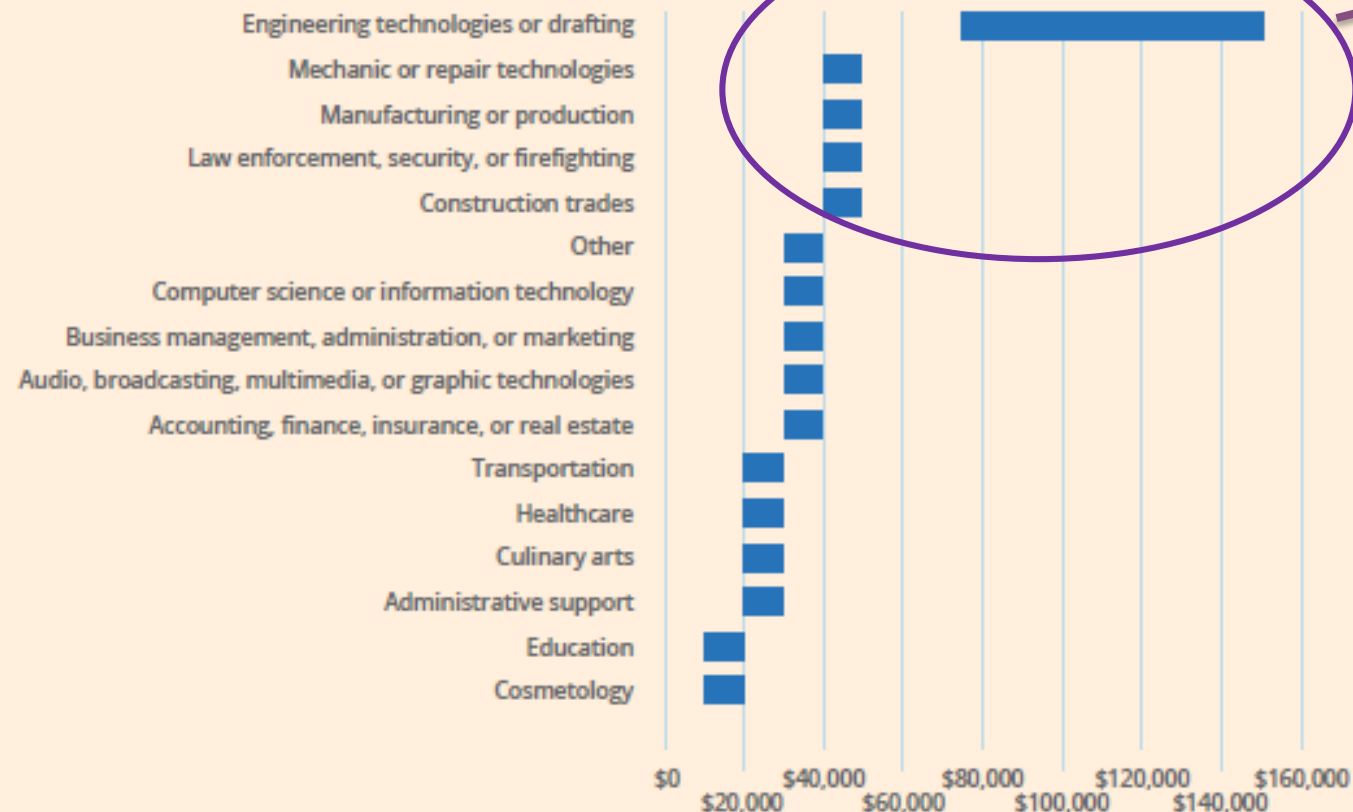


Source: Georgetown University Center on Education and the Workforce analysis of data from the Adult Training and Education Survey (ATES), 2016.

Note: ATES asks respondents to specify their earnings during the 12 months prior to the interview within prescribed wage bands by field of study. We calculated median wage bands based on earnings for prime-age workers (ages 25 to 64) with positive earnings. Fields with fewer than 30 records were not included.

Higher-Returning Certificates

FIGURE 13. Workers with certificates in engineering technologies or drafting have median earnings between \$75,001 and \$150,000—higher than those with certificates in other fields.



22% certificates awarded by FL ccs in 2016-17

Source: Georgetown University Center on Education and the Workforce analysis of data from the Adult Training and Education Survey (ATES), 2016.

Note: ATES asks respondents to specify their earnings during the 12 months prior to the interview within prescribed wage bands by field of study. We calculated median wage bands based on earnings for prime-age workers (ages 25 to 64) with positive earnings. Fields with fewer than 30 records were not included.

Transfer Credit Loss



Just **58%** of students successfully transferred 90% of their credits.



And **15%** can't transfer any credits at all.



Students who can transfer 90% of their credits were **2.5x** more likely to get their bachelor's degree, compared to those who transfer half or less.

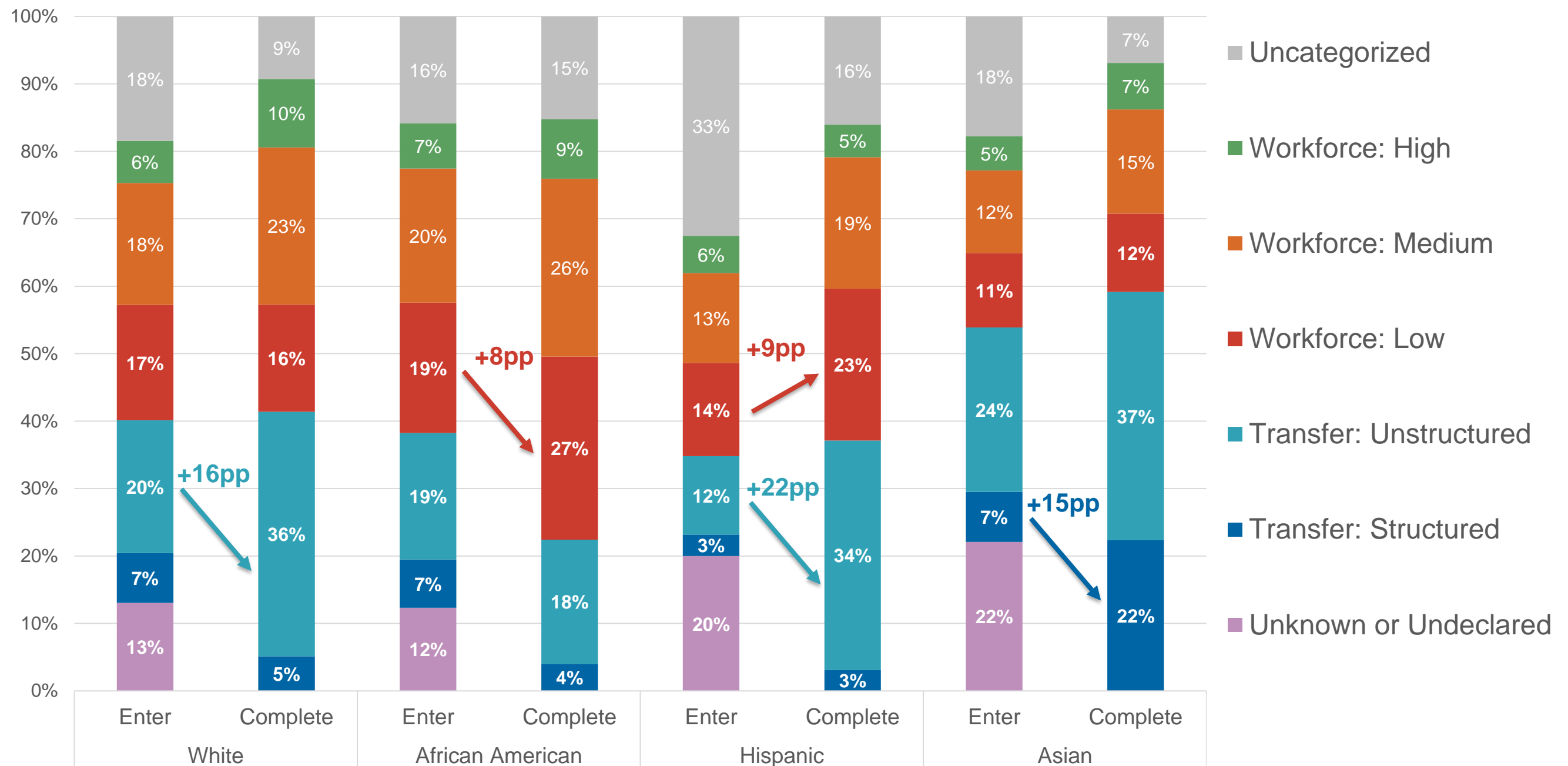
(In)Equitable Representation Among Community College Programs

Framing analyses from one state's community college system

Categorizing Community College Programs by Post-Graduation Opportunity

Category	Description	Examples
Workforce: Low	Program places students into jobs with low average earnings (e.g., less than \$14/hour)	Criminal Justice, Automobile Technology, Early Childhood
Workforce: Medium	Program places students into relatively middle-paying job (e.g., between \$14-\$17.55/ hour)	Accounting, Welding, Business Management, Dental Assistant
Workforce: High	Program places students into a relatively high-paying job (e.g., more than \$17.55/ hour)	Nursing, Radiology Technology, Sonography, Dental Hygiene
Transfer: Unstructured	Program designed for general transfer (no pre-major or university destination necessarily specified)	AA-General Studies, "General Transfer"
Transfer: Structured	Program designed to prepare students for a particular baccalaureate major/meta-major and/or a specific four-year destination	AA-Business (DTA), AS-T (Engineering)
Undeclared or Unknown	Listed as undeclared or missing program information	Null, Missing Program, Undeclared
Uncategorized or Other	Non-degree seeking, ESL, ABE, dual enrollment	Basic Education, ESL, Running Start

Enrolled Students Only: Program Enrollments by Term among FTEIC degree-seeking CC Entrants, 2009-2011



Benefits of Momentum for Transfer

Benefit of completing 12 or more college-level credits on transferring and completing a bachelor's degree

Black Students

2.4x

Hispanic Students

4.2x

Other Students

1.7x

<i>Transfer to a four-year institution</i>	Benefit of Milestone (Baseline)	Additive Effects		
		Black	Latinx	Low-income
Credit Momentum (6+, 12+, or 24+ college credits)	3-5x	6x	6-11x	7-8x
Gateway English/Math (College-level)	3-4x	No diff.	6-8x	4-6x
Completed Transfer Degree	6-7x	9-11x	11-18x	11-13x
<i>Transfer & bachelor's completion</i>				
Credit Momentum (6+, 12+, or 24+ college credits)	1.7-2x	2-3x	4-5x	7-9x
Gateway English/Math (College-level)	1.5-3x	2-4x	4-5x	4-5x
Completed Transfer Degree	3-4x	5-6x	5-9x	6-7x

Planning Guide and Data Tool for Colleges on Access to Higher-Opportunity Pathways

1. What programs are our students currently enrolled in?
2. Which programs lead to greater or lesser opportunity?
3. Is student representation across programs proportionate?



Unpacking Program Enrollments and Completions With Equity in Mind

By John Fink and Davis Jenkins

Across the country hundreds of community colleges are implementing whole-college guided pathways reforms to create clearer paths to college and career success for students.¹ The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests and aspirations, and to plan and complete a program of study to achieve those goals. As part of these reforms, colleges redesign intake and advising processes around broad career fields sometimes called “meta-majors”; this helps entering students make sense of the large number of program options that are available and engages them with faculty, advisors, and other students in a field of interest right from the start (Jenkins et al., 2020). Guided pathways reforms are challenging for colleges to pursue; they entail the participation of all staff in modifying practices around a far-reaching notion of student success (Jenkins et al., 2019). They require a shift in mindset wherein college personnel ask not only “Are students persisting and completing?” but also “Do our programs really lead to the education and career outcomes students seek?” and “Is student representation across our programs equitable?”

Critically examining what programs students are entering and completing is particularly important given that some community college programs lead to substantially higher economic returns than others (Belfield & Bailey, 2017; Dadgar & Trimble, 2015). A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines (Carnevale et al., 2016; Castex & Decher, 2014). Though this research has focused primarily on the four-year sector, it may be that community colleges are in even more danger of facilitating inequitable stratification since their programs vary by subject area as well as length (corresponding, e.g., to short- and long-term certificates, applied associate degrees, and associate of arts degrees designed to prepare students for upward transfer to bachelor's degree programs). There is a wide range in the economic returns to different types of community college awards, with longer programs and those leading to bachelor's degrees in math-intensive fields, for example, leading to stronger labor market returns.

“A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.”

Program Explorer Excel Tool

Data Tool: Unpacking Program Enrollments and Completions with Equity in Mind

John Fink, June 2020



This Excel tool is designed to help colleges get started in examining data on student program enrollments and completions,* following three primary questions described in the companion CCRC Analytics publication (linked below):

- 1) What programs are our students currently enrolled in? (Tab 1)
- 2) What opportunity does each program lead to in terms of further education (e.g., transfer to bachelor's programs or bridges into more advanced workforce credentials) and/or immediate job prospects and earnings. Which programs lead to greater or lesser opportunity? (Tab 2)
- 3) Is student representation across programs proportionate? Which subgroups of students (by race/ethnicity, gender, socioeconomic status, and age) are underrepresented in higher-opportunity programs? (Tabs 3-4)

	A	B	C	D	E	F	G
1	Program	Workforce/Transfer Category	Meta-major	Gender	Race	Age	Count
2	General Liberal Arts	TRANSFER-UNSTRUCTURED	Arts, Humanities, Communication	Male	Asian	<18	1
3	Pre-Vet Medicine	TRANSFER-UNSTRUCTURED	Industrial & Applied Technologies	Female	Multiracial	18-24	1
4	Repair Tech	WORKFORCE-LOW	Industrial & Applied Technologies	Female	African American	18-24	1
5	AS-Transfer-Physics	TRANSFER-STRUCTURED	STEM	Male	Asian	<18	1
6	AS-Transfer-Physics	TRANSFER-STRUCTURED	STEM	Female	Multiracial	<18	1
7	General Liberal Arts	TRANSFER-UNSTRUCTURED	Arts, Humanities, Communication	Female	White	25+	1
8	AA-Transfer-Business	TRANSFER-STRUCTURED	Business	Female	White	18-24	1
9	Unknown / Undeclared	UNKNOWN/UNDECLARED	Arts, Humanities, Communication	Male	African American	25+	1
10	AA-Transfer-Business	TRANSFER-STRUCTURED	Business	Male	African American	18-24	1
11	Kinesiology	WORKFORCE-MEDIUM	Social & Behavioral Sciences	Male	Asian	25+	1
12	Forest Resources	WORKFORCE-LOW	Industrial & Applied Technologies	Female	White	18-24	1
13	Dental Assisting	WORKFORCE-MEDIUM	Human Services & Public Safety	Male	Pacific Islander	18-24	1
14	History	TRANSFER-UNSTRUCTURED	Arts, Humanities, Communication	Male	Native	<18	1
15	Political Science	TRANSFER-UNSTRUCTURED	Social & Behavioral Sciences	Male	Hispanic	<18	1
16	AS-Transfer-Biology	TRANSFER-STRUCTURED	STEM	Male	Multiracial	18-24	1
17	AS-Transfer-Construction	TRANSFER-STRUCTURED	Industrial & Applied Technologies	Male	White	18-24	1

Program Explorer Excel Tool

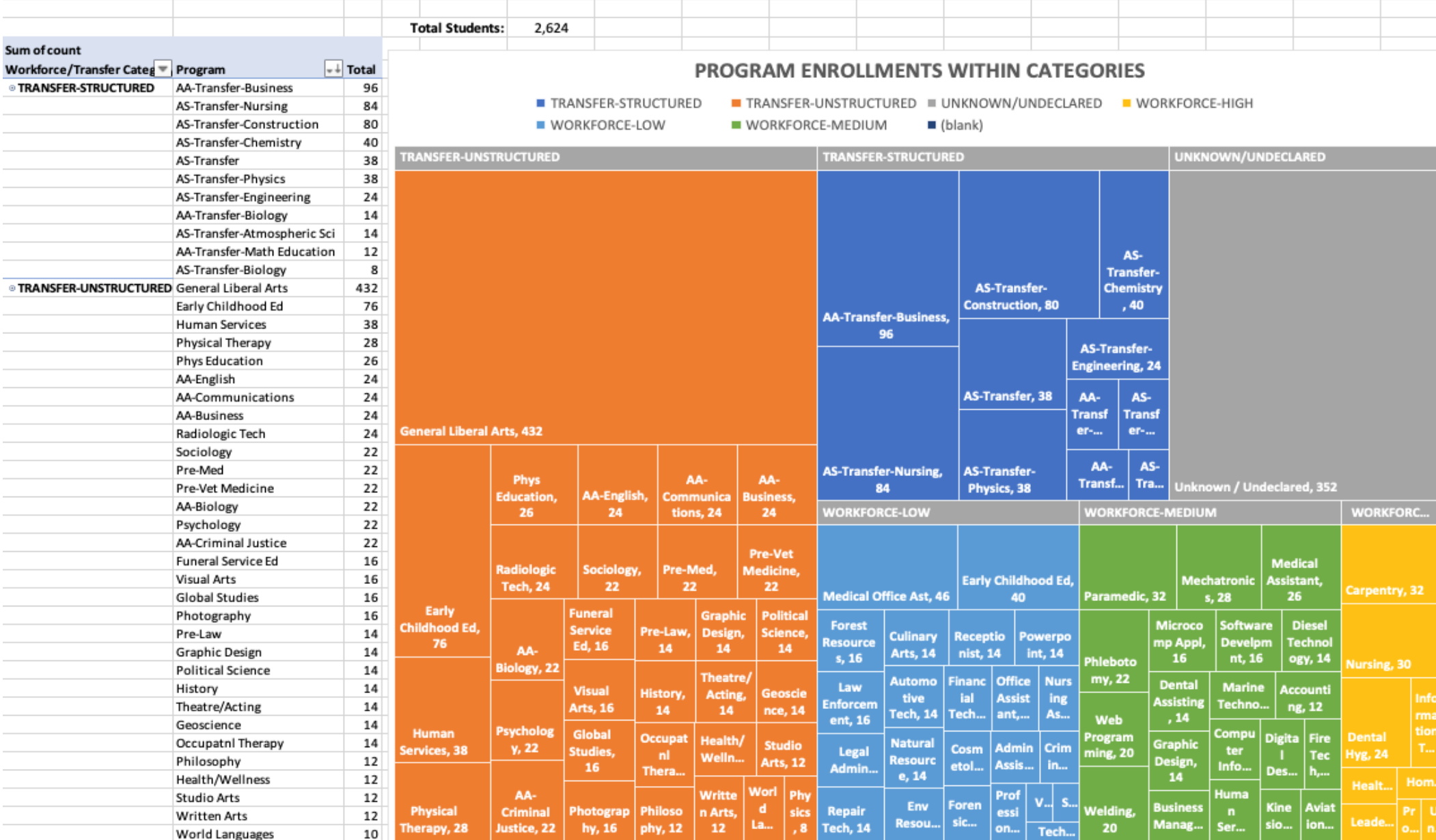
Data Tool: Unpacking Program Enrollments and Completions with Equity in Mind

John Fink, June 2020



Treemap: Programs Nested Within Broader Categories

Note. You can organize the treemap by meta-majors by editing the pivot table options (replace workforce/transfer category with programmatic group)



Filter by student characteristics:

Student Age

- <18
- 18-24
- 25+
- (blank)

Student Race/Ethnicity

- African American
- Asian
- Hispanic
- Multiracial
- Native
- Pacific Islander
- White
- (blank)

Student Gender

- Female
- Male
- (blank)

Program Explorer Excel Tool

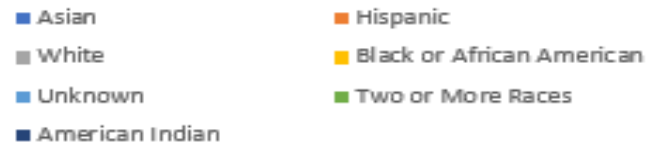
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John Fink, June 2020

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Overall Composition



WORKFORCE-HIGH

WORKFORCE-LOW

WORKFORCE-MEDIUM

(blank)

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Filter by student characteristics:

Student Age

<18

18-24

25+

(blank)

Student Race/Ethnicity

African American

Asian

Hispanic

Multiracial

Native

Pacific Islander

White

(blank)

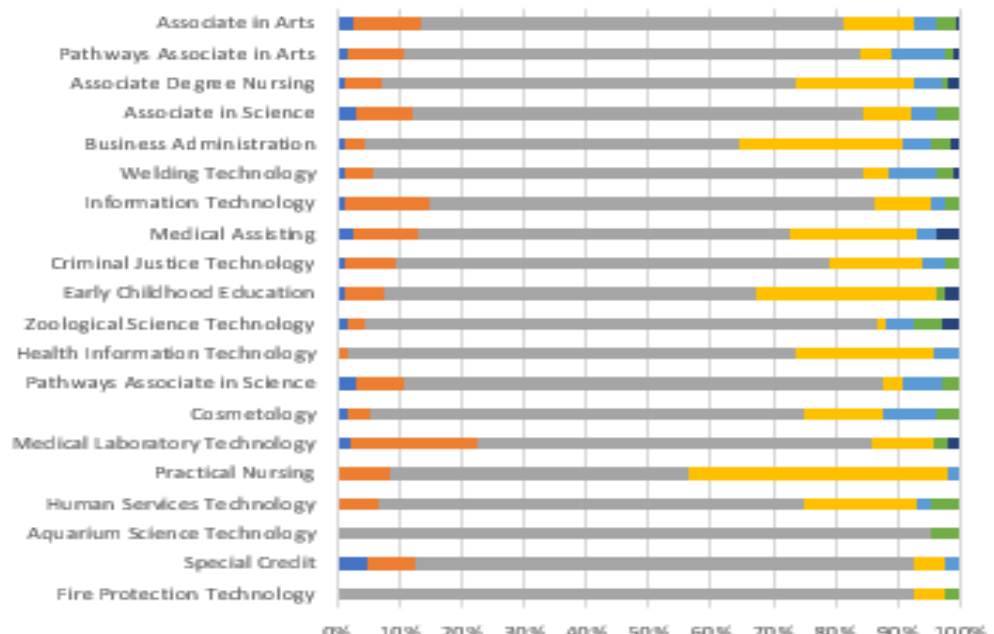
Student Gender

Female

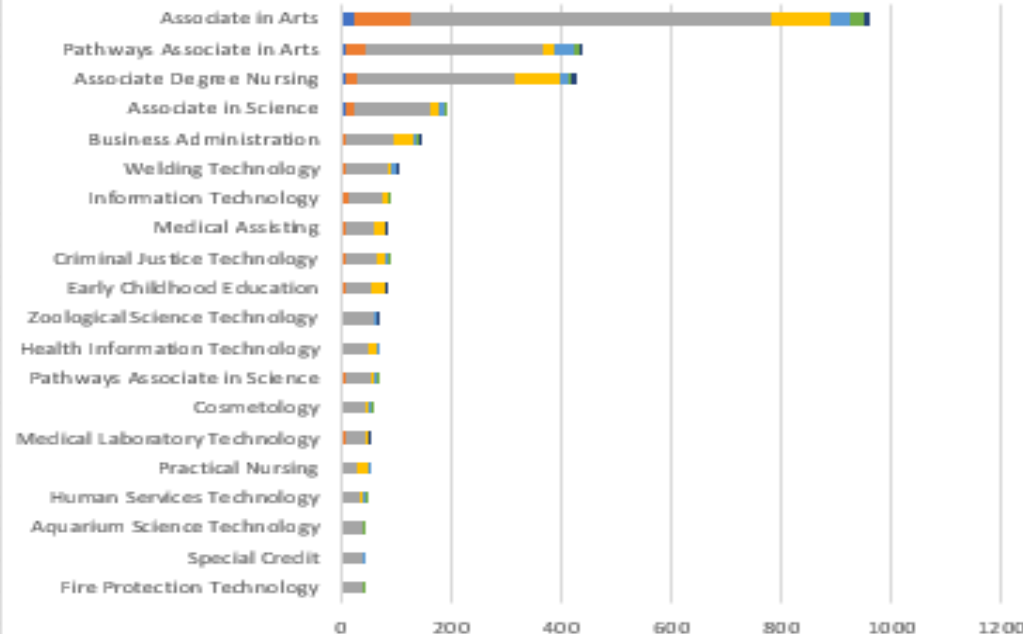
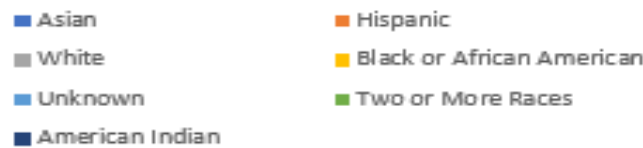
Male

(blank)

Top 20 Programs by Student Characteristic



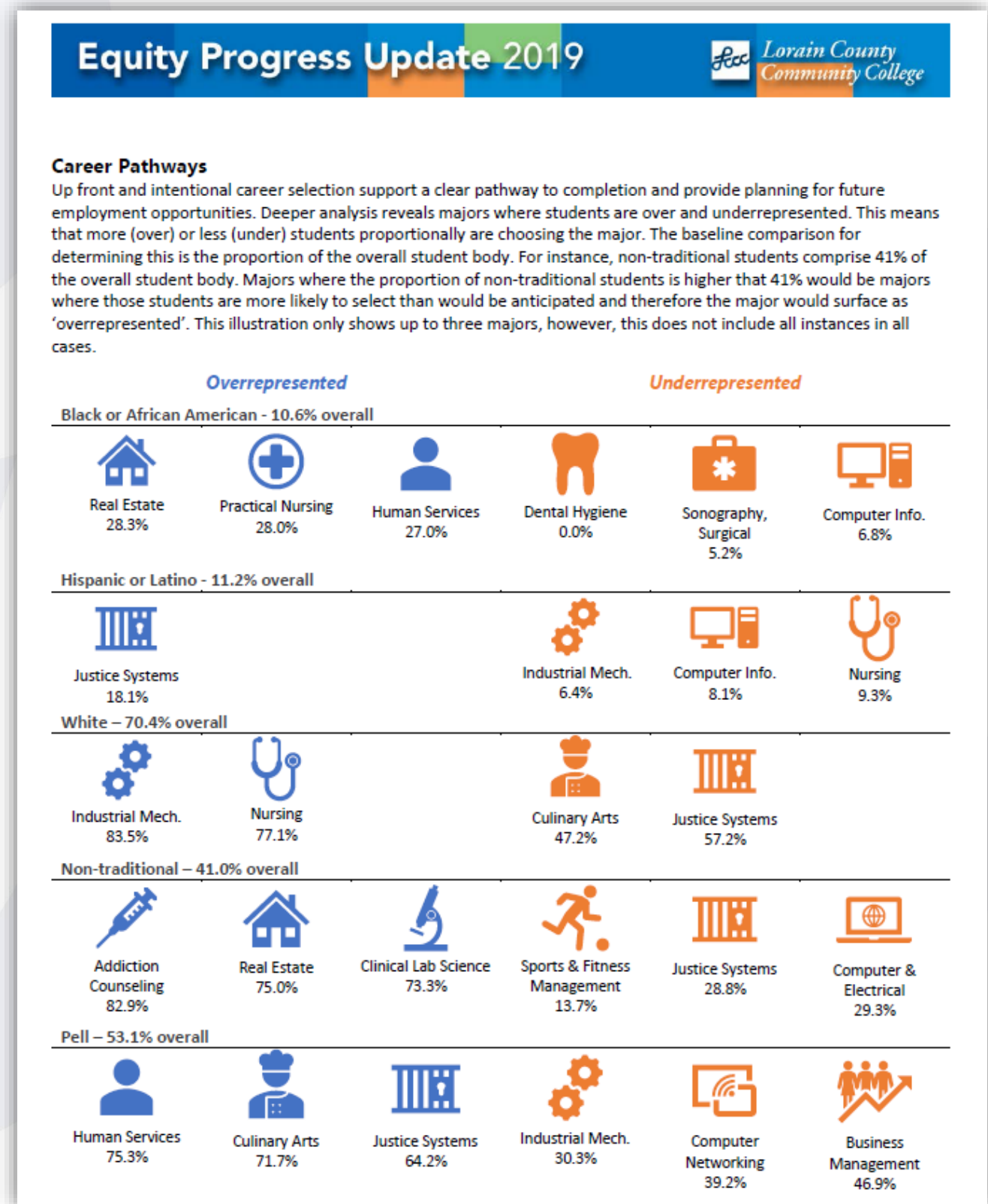
Top 20 Programs by Student Characteristic



Case Study: Examining Equity in Program Enrollments at Lorain County Community College in Ohio

Program enrollment equity

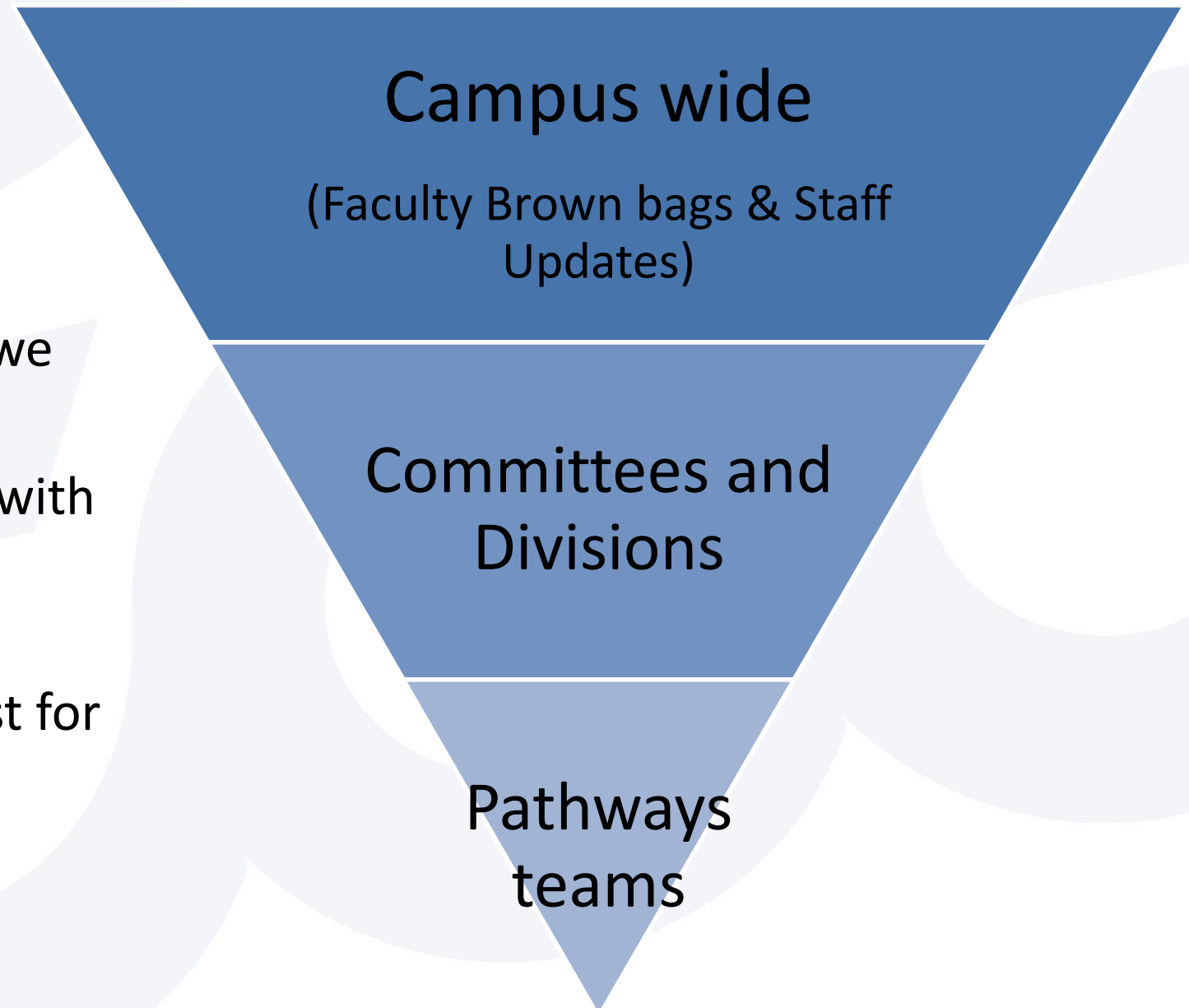
- National studies released about the impact of program selection
- Disaggregated completion rates started to prompt pipeline discussions
- Results from graduate outcome surveys sparked internal dialog
- Data & Information Group (DIG) shared creation of new report



Courageous Conversations

Questions discussed

- Why is this occurring? Is it structural? Is it access?
- What other information do we need?
- How do you equip students with the tools to make the most informed decisions?
- Where do opportunities exist for redesign?



Lessons Learned

Understanding the 'why' is extremely important

- Uncover what it is that is attracting students to the program

Must look at the whole picture

- What else is impacting the numbers?

Creating a culture of care across the institution helps students at all points along the experience

Broad access to a variety of equity training

- Equipping individuals with the knowledge of resources, tools, and a deeper understanding of how to support students

Informed Strategies

- Identify a culturally responsive career counseling approach and provide training to all Advisors and Career Counselors in ECFS
- Utilize new intake survey to learn about students' backgrounds and family support, continuing to deepen a holistic, appreciative advising approach
- Second cohort of Avanzando Through College in Fall 2020, which provides a culturally-informed approach to college transition for Hispanic and Latinx students
 - Seeking a similar support community model for new Black/ African American students
- Advisors visit program sites, clinical locations, employers, etc to see work in action and be able to better describe opportunities within their assigned academic/ career pathways
- Integrate career and academic pathway connections into Student Engagement efforts, using recent surveys on non-traditional students, student-parents, and students of color to redesign student life opportunities that resonate with LCCC students with diverse life experiences and backgrounds
- SDEV redesign is underway and curriculum includes a research component that is grounded in pathways and provides opportunities for faculty within the disciplines to highlight career pathways and professional organizations with which students can connect
- Transfer Coordinator position will provide students with individualized guidance on selecting transfer institutions, and University Partnership continues to ensure each pathway LCCC offers has an aligned transfer option to lead to enhanced skills and socioeconomic mobility

New CCRC Guide to Onboarding Students Into High-Opportunity Programs

Redesigning Community College Student Onboarding Through Guided Pathways

Part 1: Rethinking

By David Jenkins, Helen Lohr, and

Apply to college. Take a placement test. Register for first-term courses. Start attending classes.

This is the typical experience for the community college every year. The to start taking college courses right new students, and the process is no academic interests, find a program completing such a program.

Research generally finds that college study if they choose a major that aligns (2010; Truett & Robbins, 2006). With clear goals. Nearly 40% of community major at the end of their first year (the Postsecondary Students Longitudinal who are truly undecided may be in a program of study to qualify for the

Community colleges, of course, we goals and find their way. All career advisors, and most provide career to seek out these supports. As a result and particularly those most in need catalog, the college website, and the education experience themselves (a the Community College Student (2006). It is perhaps not surprising, confusion and frustration with advisor took courses they did not need or the destination college (Keller & Gipe,

Redesigning Community College Student Onboarding Through Guided Pathways

Part 2: Student Perspectives on Reformed Practices at Two Florida Colleges

By Elvishka Kapile and Sarah Griffin

Until recently, most community colleges have done little through the new student onboarding process to help entering students explore academic and career interests, choose a program of study aligned to their interests, and develop a plan for completing such a program. This has been the case even though many students start college without clear goals or even a good sense of how academic programs are connected to particular career areas. Students can visit the campus career center for help—if they are aware of this resource and choose to use it. But most students do not make use of the career center until they near graduation, if at all. And while students may be assigned an academic adviser and indeed may be required or encouraged to attend an advising session before or during their first term, advising is typically focused on selecting and registering for courses for the upcoming semester rather than on helping students explore interests, develop goals, and build an appropriate educational plan. While this characterizes the situation in many community colleges, those that are undertaking whole-college guided pathways reforms (see Jenkins, Lohr, Park, & Gipe, 2018) are modifying the onboarding process to give entering students active support with exploration, goal-setting, and educational planning.

“Community colleges undertaking guided pathways reforms are modifying the onboarding process to give entering students active support with exploration, goal-setting, and educational planning.”

This is Part 2 of a three-part packet designed to provide guidance to colleges seeking to redesign their new student onboarding practices. Part 1 of the packet reviews research on why the conventional community college approach to new student onboarding is often unsuccessful in helping students choose and plan a program; it also describes how some colleges are rethinking the onboarding process as part of larger guided pathways reforms. This second part summarizes students' experiences with, and reactions to, the onboarding process as it occurs at two Florida community colleges that have redesigned their onboarding practices for degree-seeking students: Indian River State College (IRSC) and St. Petersburg College (SPC). We organize the discussion around three key onboarding goals: helping students to (1) explore interests and programs of study, (2) gain experiences in a program so as to gain confidence in their selected pathway, and (3) engage in academic and career

Rethinking Onboarding From a Guided Pathways Perspective

FROM

Orientation to college

Optional career and transfer advising and planning

Engaging with programs after prerequisites

À la carte high school dual enrollment coursetaking

TO

Orientation to fields of study

Required career and transfer advising and program planning

Engaging with programs from the start

Dual enrollment as an on-ramp to a program pathway

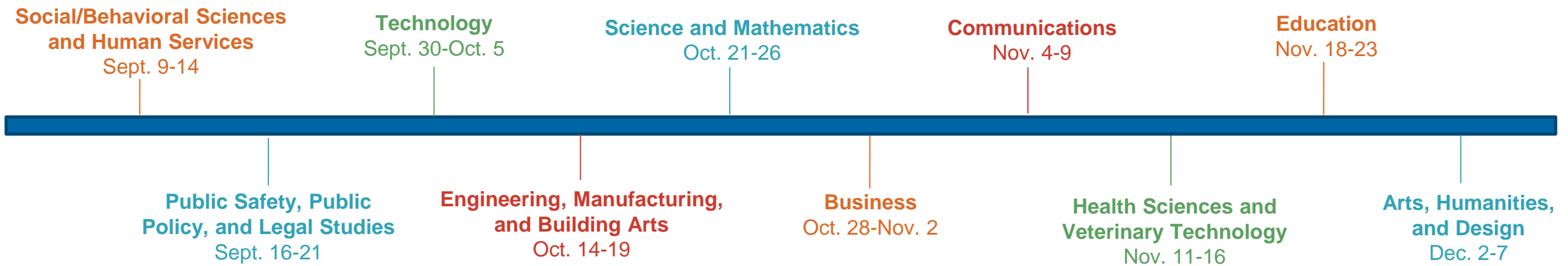
What do students want during onboarding?

- The opportunity to explore programs and careers thematically through meta-majors
- To interact with new and continuing students who share similar academic and career interests
- Networking with faculty and professionals in their field of study
- Also, students who have clear career goals need different kinds of support than those who don't.

Academic and career exploration activities are embedded into curricular and co-curricular experiences for all entering students throughout their first year



St. Petersburg College's fall 2019 career and academic community weeks and associated events



“Join us to network, explore, and learn about careers and degrees offered in all of our SPC communities. With more than 45 events covering all 10 of our learning communities, there will be something for everyone.”

St. Petersburg College's fall 2019 events by career and academic community

Social/Behavioral Sciences and Human Services			Sept. 9-14				
DAY	Public Safety, Public Policy, and Legal Studies			Sept. 16-21			
Tuesday	DAY	Engineering, Manufacturing, and Building Arts			Oct. 14-19		
Tuesday	Monday	DAY	Science and Mathematics			Oct. 21-26	
Tuesday			DAY	DATE	TIME	EVENT	LOCATION
Tuesday	Tuesday	Tuesday	Wednesday	10/23/2019	11:30 a.m. - 1:30 p.m.	Health Education & Transfer Fair	DT-2nd FI Lounge
Wednes						Mole Day: HOLY MOLE-Y! - Celebrating Mole Day by celebrating the mole: the number, the animal and the legend. Learn the science and math behind the mole, how the number came to be, characteristics of the furry mammal, as well as other fabulous fun facts. Food and drinks will be provided.	SP/G-Quad
Wednes	Wednes	Wednesday	Wednesday	10/23/2019	12:30 - 1:45 p.m.		
Thursda		Thursday					
Thursda	Wednes	Friday				Math and Science Jeopardy!-Form a team and get ready to compete in Math and Science Jeopardy!Prizes will be given out to the winning team, and refreshments will be provided.	CL-NM 105
Thursda	Wednesday		Thursday	10/24/2019	12:30 - 1:45 p.m.		
Friday	Friday					A Night with Science at Bay Pines - <i>A collaborative dinner filled with discussion and opportunities in fields related to science. This event will address common challenges science students often face, include an internship discussion and offer information about available research opportunities.</i> As of 10/10/2019, no additional tickets are available for this event.	BPS-Silverberg Room
Tuesday	Friday		Thursday	10/24/2019	6 - 8 p.m.		
Friday	Friday						
Friday	9/20/2019	1					
Saturday	9/21/2019	8:30 a.m. - noon	Civic Engagement event			FL Dream Center	

All new students take at least one course in their meta-major/program in their first term

Meta Majors

Arts, Humanities, Communications and Design

Business

Industry, Manufacturing and Construction

Public Safety



Multimedia Studies A.A. - 11440

Multimedia Studies - AA



Marketing Management A.S. - 2061

Marketing Management - AS



Automotive Service Management Technology A.A.S. - A0030

Criminal Justice A.A. - 11120

Criminal Justice - AA

Sample Track

Course

ENC1101

MAT1100

SLS1101

ENG1123

ECO2013

Sample Track

Course	Title	Credits	Prerequisites
ENC1101	English Composition I	3	
MAR2101	Social Media Marketing	3	
GEB1011	Introduction to Business	3	
SLS1261	Essentials of Contemporary Leadership	3	
MAR2011	Principle of Marketing	3	KEY COURSE(S)

Sample Track

Course

ENC1101

AER1081C

AER1694C

AER1598

Sample Track

Course	Title	Credits	Prerequisites/Notes
ENC1101	English Composition I	3	
MAT1100	Quantitative Reasoning	3	
CCJ2020	Intro to Criminal Justice	3	
AMH2010	American History: Discovery through Reconstruction	3	
SLS1101	Student Success	3	

Science, Technology, Engineering and Mathematics

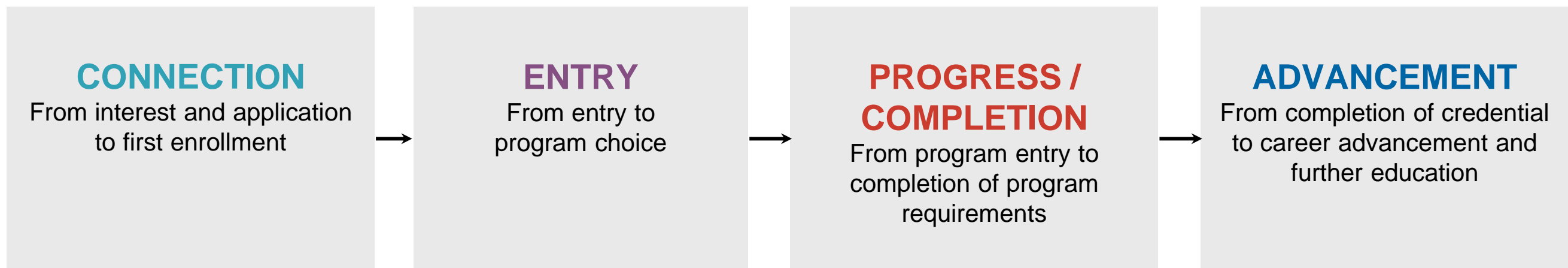
Behavioral Science and Human Services

Dual enrollment is designed as an on-ramp to college programs

Indian River State College's Great Explorations event for high school junior and seniors to explore programs and careers



A Planning Exercise: Mapping the *ideal* student experience to help students enter the college and a program



- When would students (a) **explore** program options and interests, (b) **gain experiences** in a program of interest, and (c) **develop** academic and career **plans**?
- What do you want to know about incoming students' program interests? How would you learn this systematically?
- How might different student groups experience these onboarding activities (first-time students, older students, etc.)?
- How can you move from current practice to the ideal?

Redesigning Community College Student Onboarding Through Guided Pathways

Part 3: Planning Exercises to Guide the Redesign Process

This document presents a set of four planning exercises for colleges seeking to redesign their new student onboarding practices as part of **larger guided pathways reforms**. These exercises, which constitute Part 3 of CCRC's packet on new student onboarding, are meant to complement the first two parts of the packet. Part 1 reviews research on why the conventional approach to student onboarding is often unsuccessful in helping students choose and plan a program of study, and it describes how some guided pathways colleges are rethinking and redesigning the onboarding process. Part 2 describes what students we interviewed said about onboarding as they experienced it at two Florida community colleges that have redesigned their onboarding practices using the guided pathways approach, and it presents lessons for improving onboarding practices based on these student perspectives. We encourage those who are considering onboarding reforms at their college to read Parts 1 and 2 of the packet before completing the following exercises. Part 1 (accompanied by short profiles of three colleges that have redesigned new student onboarding) and Part 2 are found here: <https://ccrc.tc.columbia.edu/publications/redesigning-community-college-onboarding-guided-pathways.html>.

Who should complete these exercises? We recommend that each college form a cross-functional team of individuals who will be responsible for exploring, planning, or overseeing a redesign of new student onboarding practices. This group of persons should work together to complete these exercises. In our national research on colleges implementing guided pathways reforms, we have found that cross-functional teams facilitate institutional knowledge sharing, which is essential to college redesign efforts. Ideally, cross-functional teams include faculty and academic administrators from program areas, and staff from admissions, marketing, advising, the registrar's office, financial aid, and information technology, among others.

Redesign Exercise 1: How to Help Students Explore Interests and Programs

CCRC research shows that incoming students appreciate:

- ✓ An overview of available meta-majors and programs, including information on the organization and purpose of meta-majors
- ✓ Information about career and transfer resources early on, as well as introductions to staff from those areas
- ✓ An online version of new student orientation that is as engaging as the in-person version
- ✓ Opportunities to engage with other incoming and returning students who have similar career and program interests
- ✓ Interactions with knowledgeable advisors and faculty who help with program decision-making by discussing how specific programs differ from one another, which programs might align with a student's interests, and how results from career assessments can best be interpreted
- ✓ Access to career exploration activities, which can be modified for students who already have firm career goals

Our research also suggests that **new student orientation, career assessments, and student success courses** can be improved to help students explore interests and program options.

a. *What are we doing now to help students explore academic and career interests and available program options? Which students currently benefit from these efforts?*

b. *What would be our ideal process for helping all students explore academic and career interests and available program options?*

c. *What would we need to change to do this at scale? (As a starting point, consider your college's staffing and roles, training needs, policies and procedures, and information systems.)*

Redesign Exercise 2: How to Help Students Gain Experiences in a Program

CCRC research shows that incoming students appreciate:

- ✓ Taking program-specific courses in their first year so they can earn program credits while becoming immersed in skills and knowledge essential to their academic and career goals
- ✓ Engaging in hands-on activities and career learning experiences such as internships embedded directly into their course requirements
- ✓ Networking with and learning from faculty and career professionals in their field of interest
- ✓ Having dedicated time, during class and through on-campus activities, to reflect on their academic and career goals

Our research also suggests that **program courses and on-campus events** can be improved to help students gain program-relevant experiences.

a. *What are we doing now to help students gain meaningful experiences in a program? Which students currently benefit from these efforts?*

b. *What would be our ideal process for helping all students to gain meaningful experiences in a program?*

c. *What would we need to change to do this at scale? (As a starting point, consider your college's staffing and roles, training needs, policies and procedures, and information systems.)*

Redesign Exercise 3: How to Help Students With Academic and Career Planning

CCRC research shows that incoming students appreciate:

- ✓ Access to high-quality program maps during advising sessions
- ✓ Advisors and staff who provide accurate, up-to-date information about program and transfer requirements
- ✓ Encouragement to participate actively with an advisor in developing a full-program educational plan that shows what courses need to be taken and when and that is customized to a student's interests, goals, and outside-of-college responsibilities
- ✓ Ongoing opportunities to discuss their program progress and long-term goals with an advisor and to modify the educational plan as needed

Our research also suggests that **one-on-one academic advising sessions** can be improved to help students engage in academic and career planning.

a. *What do we do now to help students with academic and career planning? Which students currently benefit from these efforts?*

b. *What would be our ideal process for helping all students with academic and career planning?*

c. *What would we need to change to do this at scale? (As a starting point, consider your college's staffing and roles, training needs, policies and procedures, and information systems.)*

Redesign Exercise 4: Developing a Plan to Improve the Onboarding Process

As a starting point for planning the redesign of onboarding, a team may use the table below to document the steps its college needs to take in order to undertake and scale the changes identified in Exercises 1 through 3.

Helping Students Explore Interests and Programs			
What changes will be made to improve onboarding?	Who is involved?	What is the timeline for this work?	What are next steps for this work?
<i>Example: Integrate opportunities for peer-to-peer interaction into the online version of New Student Orientation</i>	<i>Example: VP of Student Affairs, New Student Orientation Staff (conceptualization and implementation); IR/IT (programming)</i>	<i>Example: Design: Spring 2021 Implementation: Summer 2021</i>	<i>Example: Solicit feedback from current students on interactions and activities that would be most valuable</i>

Thank you! and Resources

New CCRC resources on program enrollments and onboarding:

[Unpacking Program Enrollments and Completions With Equity in Mind](#)

[Redesigning Community College Student Onboarding Through Guided Pathways](#)

New data tools on college enrollments and funding:

[How Will COVID-19 Affect Community College Enrollment? Looking to the Great Recession for Clues](#)

[More Clues from the Great Recession: How Will COVID-19 Affect Community College Funding?](#)