AACC Pathways Project

Institute #2 Advance Work
OVERVIEW AND INSTRUCTIONS

Overview

Provided below are instructions for four advance work assignments that all Pathways colleges should complete to prepare for further work during the AACC Pathways Institute #2 on April 14-16 in Washington, DC. **Due date for submission of all advance work is March 21, 2016 (see below).**

Advance Work Assignment 1: Program Mapping

Using the instructions outlined on the program mapping template, work with program deans and faculty to map one arts and sciences program *and* one career/technical program. This process and its results will be discussed during College Team Strategy Session #2 at the Institute.

Advance Work Assignment 2: Enrollment by Program

To help students choose, enter and successfully complete a program of study in a timely and efficient fashion, colleges need to be able to accurately identify which program every credential-seeking student is in, monitor changes in students' majors, and track how far they have to go to complete their programs. Most community colleges can substantially improve their processes for monitoring this information and making it readily accessible to students so they can track their own progress.

To assess how well your college monitors student enrollment by program and to stimulate discussion about how to strengthen student tracking through those programs, please compile a report listing the number of all students enrolled at your college in the fall 2015 term by the program in which each student is classified in your student information system. The list should include all program designations your college uses, including (if applicable) "undecided," "undeclared," "general education," "liberal arts," "developmental education" "dual enrollment," "continuing education", "ABE, ASE/GED, ASE," "missing", etc. as well as specific CIP code programs. Use whatever program designations your college uses, but be as specific as your classification system allows. *Every student enrolled should be included in these program counts.*

Please use the accompanying worksheet titled "Enrollment by Program" as a template for this report. Include counts for both students new to the college and returning students in fall 2015. Sort the programs in descending order by the total number of students enrolled.

Before the April institute, convene academic leaders from across your campus to review the report on enrollments by program and discuss the implications for practice at your college.

Using the *Short-term Action Plan* template for Institute #2, complete Sections 1A and 1B, including responses to the following questions:

1. How do we currently track students' programs of study? How accurately do the counts in this report reflect what programs students are actually in (or think they are in)?
2. How well do each of these program designations reflect students' goals—particularly for further education and employment?
3. What is our current process for monitoring students' progress through their program requirements? How closely do we monitor how far along students are toward completing their program requirements?
4. Do students have easy access to information on exactly what progress they've made and what they have to do to complete their program? Can students currently perform degree audits? What other information is available to help students track their progress? How accessible and user friendly are the information sources?
5. What is our current process for keeping track when students change programs? How well does that process work? How do we know?
6. Which department(s) is (are) responsible for monitoring the progress of students in each program listed in the report?
7. Are there students whose progress in a program is not tracked by any academic unit—for example, developmental education students, dual enrollment students, pre-nursing students, non-credit students?

At the institute, the college team will have more opportunity to discuss these questions with your Pathways coach and to explore the implications for policy and practice at your college.

Advance Work Assignment 3: Graduates by Program

Another key to helping students succeed is ensuring that all academic programs are well designed to prepare students for job advancement and further education in fields of importance to the college's region.

This assignment requires that the college report the average number of college-level (i.e., non-remedial) credits earned by students who earned associate degrees in each program major (along with the standard deviation). Please use the accompanying spreadsheet titled "Graduates by Program" as a template for this report.

Using the *Short-term Action Plan template for Institute #2*, respond to the following questions:

1. Comparing this report to the previous report on program enrollments, how well do the fields in which the college is awarding credentials reflect the programs in which students were enrolled? How well aligned are the credentials the college awards in each program area with jobs in demand in your region? How do you know whether or not these programs are aligned with local employment needs?
2. How well aligned are transfer degrees with major requirements in bachelors' programs offered by four-year institution (or by your college where applicable)? How

do you know how well aligned your programs are with transfer requirements in specific major fields?

3. Does the college monitor the employment and further education outcomes and success of students in each of these programs? If so, how is this information used? If not, how might you do this?
4. Do excess credits (e.g., beyond 60-65) seem to be a problem among associate degree recipients in particular fields? If so, in which fields?

At the institute, the college team will have an opportunity to discuss these questions with your Pathways coach and to explore the implications of the responses for policy and practice at your college.

Advance Work Assignment 4: Exploring Commonly Asked Pathways Questions

Prior to Institute #2, work with constituent groups at the college to complete the attached template on "Exploring Commonly Asked Pathways Questions." Note that participants will benefit from reading in advance the NCII publication *Guided Pathways Demystified*. Following these discussions, work with the college's Institute #2 team to complete Section 1C of the *Short-Term Action Plan* template (also attached).

Advance Work Submission Instructions

Please submit these advance work documents assignments (Program Maps, Enrollment by Program, Graduates by Program, and Exploring Commonly Asked Pathways Questions)) by **March 21, 2016** to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org).