Building on Success - The Essential Role of Non-Credit in Guided Pathways

San Diego Continuing Education

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Welcome & Introductions

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AVP Institutional Effectiveness & Academic Services
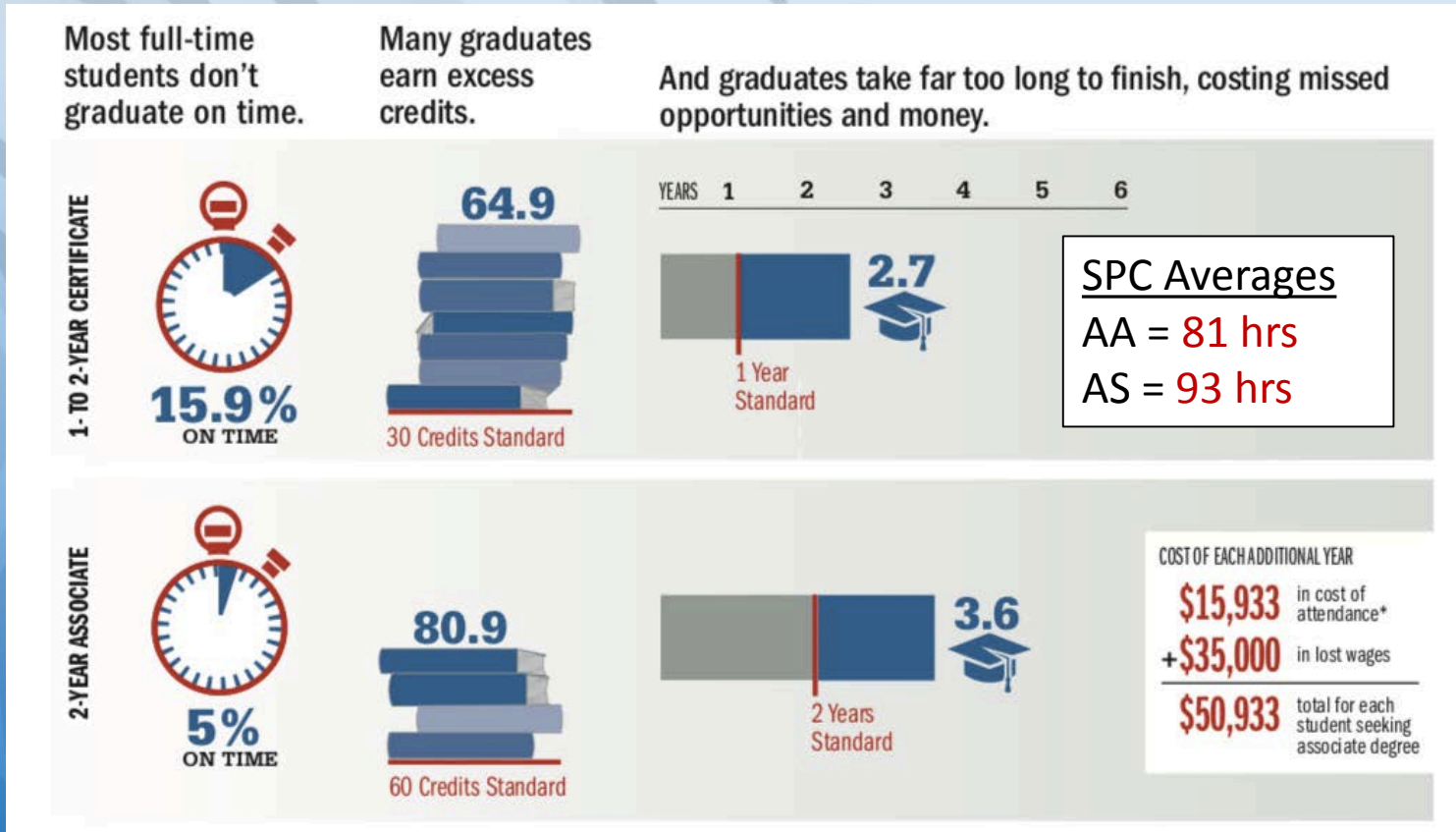
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Too many students wander because they are:

- Undecided in regard to career goals
- Unaware of the elements of a chosen career
- Disconnected regarding the initial curriculum and their career choice

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1- TO 2-YEAR CERTIFICATE
15.9% ON TIME
64.9
30 Credits Standard
YEARS 1 2 3 4 5 6
2.7 — 1 Year Standard

SPC Averages
AA = 81 hrs
AS = 93 hrs

2-YEAR ASSOCIATE
5% ON TIME
80.9
60 Credits Standard
3.6 — 2 Years Standard

COST OF EACH ADDITIONAL YEAR
$15,933 in cost of attendance*
+$35,000 in lost wages
$50,933 total for each student seeking associate degree

Source: CCAA 4-Year Myth

We have an ethical responsibility to serve all student populations.

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The Role of Non-Credit

This model has helped workforce training participants who were initially focused only on employment outcomes, see themselves as college students. . . And has helped them earn credits which kick-start their paths towards a college degree.

-Alissa Levine
Kingsborough Community College

- Provides an alternative pathway to earn a credential
- Often shorter time
- Aligned to workforce needs / industry recognized
- Credentials are easily portable
- Can be developed quicker than traditional degree programs
- Can serve as stackable credential on-ramp to a degree program
- Expands to include HS and post HS paths
- Key to building equity and economic mobility

Focus on completion, while maintaining access.

"The key part of (the pathways) approach is to start with the end in mind...earning a credential that enables (students) to prepare for further education and/or advancement in the labor market."

--Davis Jenkins, Ph.D.

CCRC

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?

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Status Quo Pathways

- Little upfront career and college planning

- Too many choices; requirements confusing

- Paths unclear, poorly aligned with end goals

- Developmental diversion

- Students' progress not monitored

- Limited on-going feedback and support

- Poor alignment with HS and other feeders

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WHAT IS THE FIRST THING THAT COMES TO YOUR MIND WHEN YOU THINK ABOUT GUIDED PATHWAYS?

Text **COLABS** to **22333** once to join, then text your message

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Guided Pathways

✓ Default program maps

✓ Intake redesigned as an on-ramp

✓ "Exploratory" majors for undecided

✓ Academic support integrated into program gatekeeper courses (not just MATH & ENG)

✓ Progress tracking, feedback and support

✓ Bridges to college *programs* from high school and other feeders

Key Elements of Guided Pathways

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.

Responsive student tracking systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

Instructional support and co-curricular activities aligned with classroom learning and career interests.

Suggested Elements

Evolution of Pathways at SPC

"Before"

"After"

Since 2010 SPC has focused its strategic efforts on **student success** using an intentional data-driven way to help students **"Finish What They Start"**.

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10 Year Timeline - Pathways at SPC

2010
- Mandate to "Move the Needle"

2011
- Started The College Experience Support Initiatives

2012
- Established Curriculum Philosophy and Values

2013
- Developed Program Outcomes
- Mapped PLOs to Course Outcomes

2014
- Developed Academic Pathways
- 9 weeks to complete the process
- 6 months to review and implement

2015
- Embedded Industry Certifications

2016
- Career & Academic Communities
- Milestones & Common 1st 15

2017
- Revised Periodic Course Review
- HS Articulations

2018
- Revised Career & Academic Community Milestones
- HS Auto-Articulation

2019
- Embedding Strategic Plan
- Re-aligning Courses to PLOs – introduced, practiced, mastered

Pathways Defined

"The Pathways Model is an *integrated, institution-wide* approach to student success based on <u>intentionally designed, clear, coherent and structured educational experiences</u>."

SPC's goal is to "help students finish what they start."

Begin with the Values

SDCE's Six Pillars

Poverty and Inequity In Education

Employment Security

Food Security

Housing Security

Textbook and Course Material Affordability

Intellectual and Emotional Security

Financial Literacy

IF SDCE EMBARKS ON A JOURNEY TO USE GUIDED PATHWAYS – ONE THAT FOCUSES UPON THE EQUITY CONVERSATION – WHAT VALUES SHOULD GUIDE THE WORK?

Text **COLABS** to **22333** once to join, then text your message

IF SDCE embarks on a journey to use Guided Pathways - One that focuses upon the Equity conversation - What values should guide the work?

Respond at **PollEv.com/colabs**   Text **COLABS** to **22333** once to join, then text your message

Pathways Dimensions

from

Version 2.0 | December 2018   C Pathways Project.
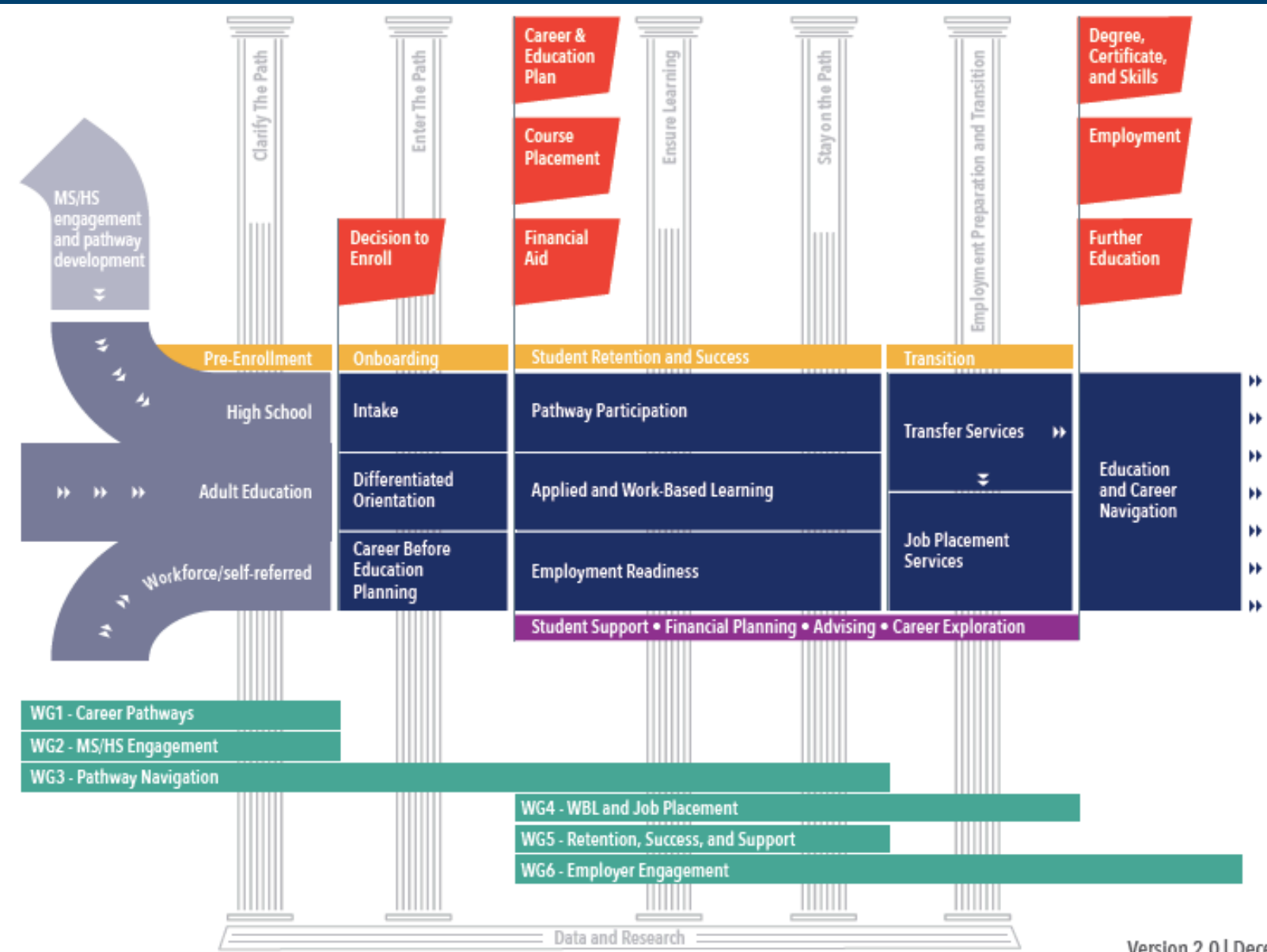
Dimension 1: Clarifying the Path

CHECK IT OUT

- Mapping programs "with the end in mind"
- Stack credentials
- Aligning course content and student learning outcomes – credit and non-credit
- Identifying milestone courses / events

Source: Pathways Institute #2 PowerPoint by Kay McClenney
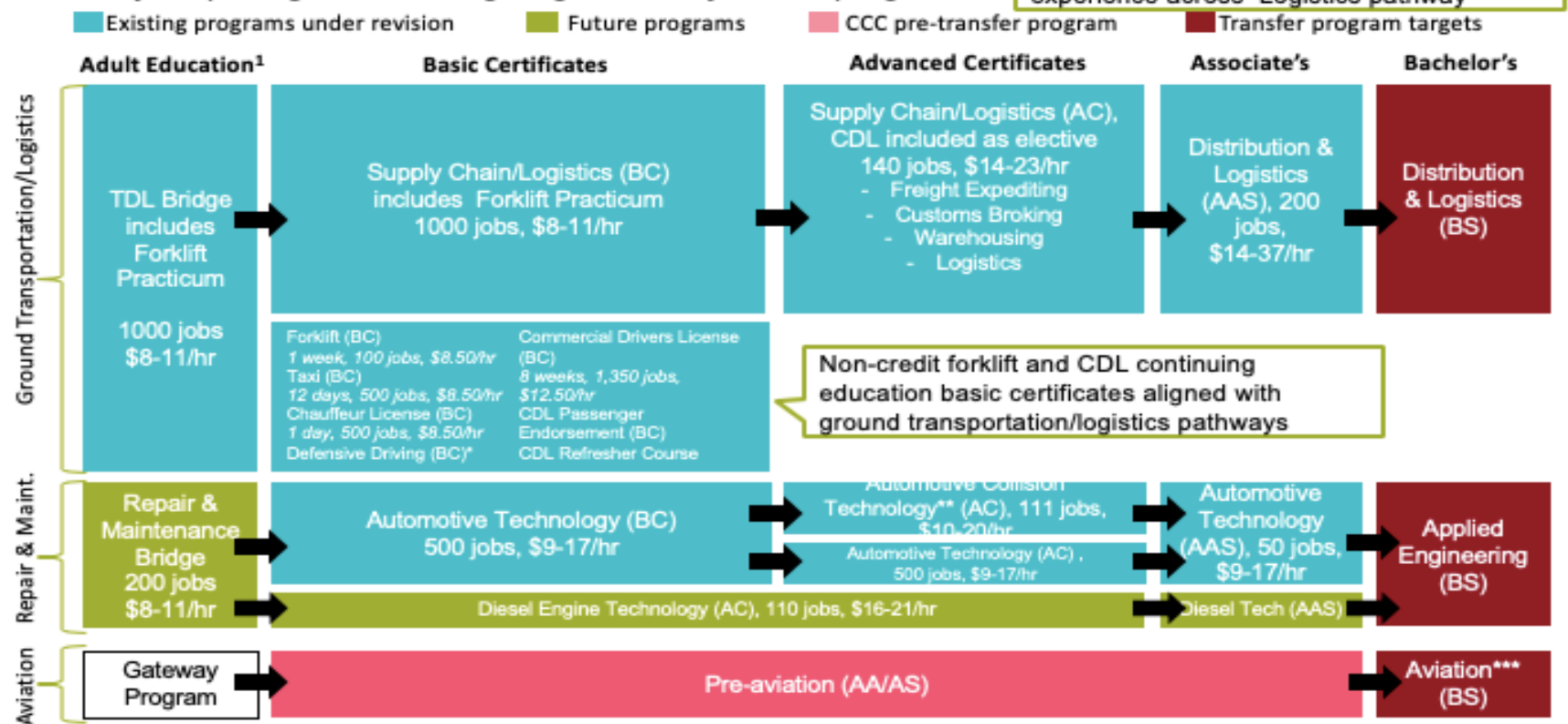
Examples from Other Institutions

✓ **Reviewed by industry partners**

OH

Example Pathway: TDL focus on warehousing, logistics, auto and diesel repair and transfer opportunities in aviation

110,000 job openings in Cook County projected over the next decade
Annual job openings and starting wages shown for each program

CCC central store to offer hands-on experience across Logistics pathway

- ■ Existing programs under revision
- ■ Future programs
- ■ CCC pre-transfer program
- ■ Transfer program targets

	Adult Education[1]	Basic Certificates	Advanced Certificates	Associate's	Bachelor's
Ground Transportation/Logistics	TDL Bridge includes Forklift Practicum 1000 jobs $8-11/hr	Supply Chain/Logistics (BC) includes Forklift Practicum 1000 jobs, $8-11/hr	Supply Chain/Logistics (AC), CDL included as elective 140 jobs, $14-23/hr - Freight Expediting - Customs Broking - Warehousing - Logistics	Distribution & Logistics (AAS), 200 jobs, $14-37/hr	Distribution & Logistics (BS)
		Forklift (BC) 1 week, 100 jobs, $8.50/hr Taxi (BC) 12 days, 500 jobs, $8.50/hr Chauffeur License (BC) 1 day, 500 jobs, $8.50/hr Defensive Driving (BC)*	Commercial Drivers License (BC) 8 weeks, 1,350 jobs, $12.50/hr CDL Passenger Endorsement (BC) CDL Refresher Course	Non-credit forklift and CDL continuing education basic certificates aligned with ground transportation/logistics pathways	
Repair & Maint.	Repair & Maintenance Bridge 200 jobs $8-11/hr	Automotive Technology (BC) 500 jobs, $9-17/hr	Automotive Collision Technology** (AC), 111 jobs, $10-20/hr Automotive Technology (AC), 500 jobs, $9-17/hr	Automotive Technology (AAS), 50 jobs, $9-17/hr	Applied Engineering (BS)
		Diesel Engine Technology (AC), 110 jobs, $16-21/hr		Diesel Tech (AAS)	
Aviation	Gateway Program	Pre-aviation (AA/AS)			Aviation*** (BS)

*non-WIA eligible   **KKC only   ***Current articulation agreement with Lewis University in Air Traffic Control Management, Aviation Administration

Source: CCC Academic Catalog, 2011-2012; Team analysis, EMSI Q2 2012 Jobs: approx. annual Cook County projected openings 2012-2022, wages: 10th percentile through median
(1) Bridge programs prepare adult education and foundational students for college transition by providing intensive contextualized instruction and supportive services, while in many cases preparing students for entry level employment.

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CCRC MTN 2014

REINVENTION

ClatsopCC CAREER PATHWAYS Automotive Technician
Oregon Skill Set: Industrial and Engineering Systems

STARTING OPTIONS

General Education Diploma | Adult Basic Education Courses | High School D...
http://www.clatsopcc.edu

College Now/High School Articulation Courses
- IT 140 Industrial Safety (1 cr)
- AUTO 101 Intro to Automotive Technology (4 cr)
- AUTO 125 Electrical/Electronics I (4 cr)

CAREER PATHWAYS CERTIFICATE

Automotive Technician

Length of Training: Approximately 9 months
(minimum 17 credits)

Classes:
- AUTO 101 Introduction to Automotive Technology (4 cr)
- AUTO 108 Engine Fundamentals and Repair (4 cr)
- AUTO 125 Electrical/Electronics 1 (4 cr)
- AUTO 130 Brake Systems 1 (4 cr)
- AUTO 229 Engine Diagnosis and Service (4 cr)
- IT 140 Industrial Safety (1 cr)

ONE YEAR CERTIFICATE

Automotive Technician

Length of Training: Approximately 9 months
(minimum 45 credits)

AAS DEGREE

Automotive Technician

Length of Training: Approximately 24 months
(minimum 92 credits)

During the second year, the HVAC class students will have the opportunity to take the EPA test to become certified to work on mobile air conditioning systems.

ADDITIONAL AAS DEGREE OPTION

Business Management

Length of Training: Depends on coursework completed for AAS Automotive Technician

RELATED BACHELOR DEGREE OPTIONS

There are opportunities for educational advancement. **Some credits may transfer.**
General transfer information:
- CCC's OUS Transfer Lists A & B [PDF]
- Oregon University System
- Career Options

CAREERS

- Automotive Service Technician
- Automotive Mechanic
- Recreational Vehicle Service Technician
- Electronic Equipment Installer and Repairer, Motor Vehicles
- Electrical and Electronics Installer and Repairer, Transportation Equipment

(With the addition of two years minimum field experience and successful completion of the ASE exam, trainee may become a certified ASE Automotive Technician in his or her field of training. http://www.asecert.org)

CAREERS

- Transportation Supervisor/Manager
- Service Department Manager
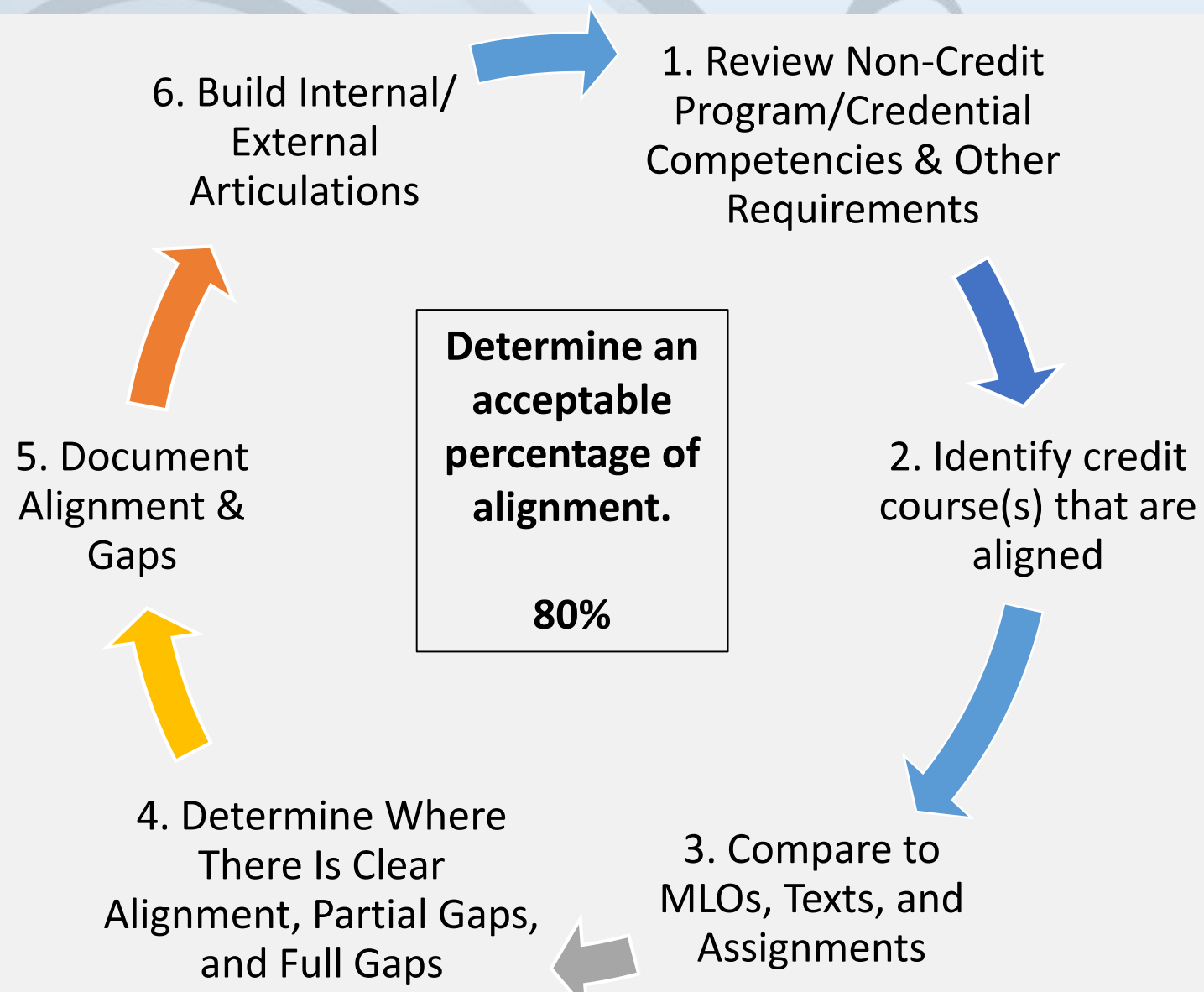
ARTICULATED BACHELOR DEGREE TRANSFER OPTIONS

There are no current articulation agreements to Bachelor degree programs at this time.

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Align Content - Non-Credit Credentials

6. Build Internal/ External Articulations

1. Review Non-Credit Program/Credential Competencies & Other Requirements

Determine an acceptable percentage of alignment.

80%

5. Document Alignment & Gaps

2. Identify credit course(s) that are aligned

4. Determine Where There Is Clear Alignment, Partial Gaps, and Full Gaps

3. Compare to MLOs, Texts, and Assignments

Dimension 1: The "WHO"

WHO SHOULD BE INVOLVED IN CREATING GUIDED PATHWAYS?

Text **COLABS** to **22333** once to join, then text your message

- **Program administrators:** SACS, State, institutional requirements; student success rates across sections/campus

- **Program faculty:** Industry requirements; student success rates by course; writing/math-intensive courses; field experiences

- **Advisors:** Gateway courses; student feedback; general education requirements

- **General education faculty:** recommendations on general
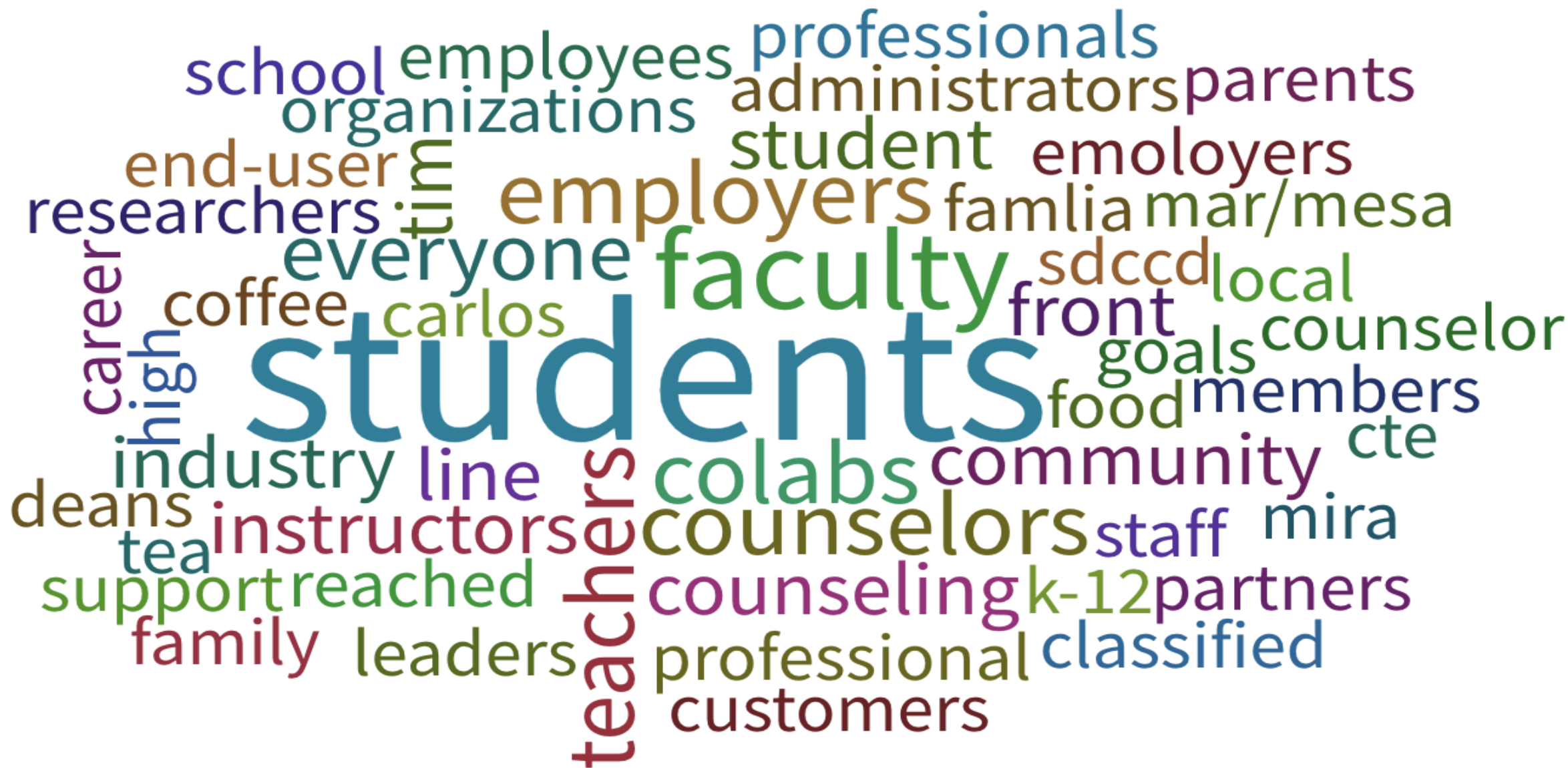
The "How" - Methods to Support this Work

Northeast Resiliency Consortium Achieving the Dream
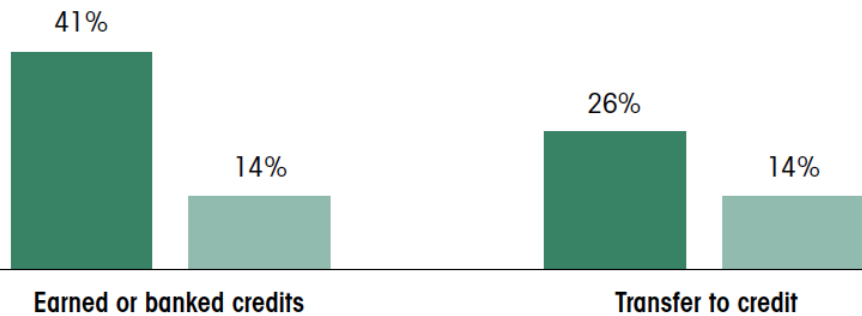
Figure 4: Pathway Participant and No Pathway Comparison Group Academic Outcomes

1. **Matriculation** – internal articulation agreements with credit programs.
2. **Internal PLA** – achievement of known industry certification credentials
3. **External PLA** – use of a third party institution to review and establish credit equivalencies
4. **Matriculation & PLA** –matriculate and demonstrate proficiency through portfolio, challenge exam, industry-recognized credential

NON-CREDIT CROSSWALKS EXAMS

Figure 1: Course Articulations

Biomedical Devices-Workforce Institute Training		WI training hours	Credits to be Awarded	Biomedical Engineering Technology Credit Equivalent	
BMD0184	Basic Electronics	48	3	EET 1084C	Introduction to Electronics
BMD0214	Instrumentation	16	1	EET 1214C	Instrumentation and Control Systems
BMD0142	Biomedical Technology and Techniques	48	3	EET 1412C	Technology and Techniques
BMD0407	Survey of Biomedical Technology	48	3	ETS 1407	Survey of Medical Technology
BMD0175	Technical Support Fundamentals	32	2	CET 1175C	Technical Support Fundamentals
BMD0108	Introduction to Biomedical Engineering	32	2	BME 1008	Introduction to Biomedical Engineering
Totals		224	14		

Biomedical Devices-Workforce Institute Training	Biomedical Engineering Technology Credit Equivalent		Assessment Questions (developed by an accredited SPC Biomedical Engineering Technology Instructor)	
BMD0184 Basic Electronics	EET 1084C	Introduction to Electronics MLOs: 1. The student will demonstrate an understanding of direct current (DC) circuits 2. The student will demonstrate an understanding of alternating current (AC) circuits 3. The student will demonstrate an understanding of semiconductor devices 4. The student will demonstrate an understanding of linear integrated circuits 5. The student will demonstrate an understanding of digital electronic circuits	MLO	Question Number(s)
			1	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 17, 18, 32, 34, 35
			2	6, 7, 8, 9, 10, 13, 15, 16, 19, 20, 23, 33, 36, 37, 38
			3	38, 39,40,41,42
			4	5, 21, 22
			5	38, 47, 49, 50, 51, 52, 53

HS Career Pathway Programs CROSSWALKS

St. Petersburg College
Articulation Agreement Form

List PCS Program(s)	List Corresponding SPC Program(s)
Pharmacy Technician (H170500)	A.S. Health Sciences

List PCS program course(s) and credits | List SPC equivalent(s) and credits

PTC Program	Hours	Course Name	Course #	Cr
Pharmacy Technician (H170500)	8602010	General Pharmacology for Health Professionals	HSC 1149	1

List other parameters or conditions for articulation approval. (GPA, portfolio, program completion, etc.)

The corresponding completed articulation crosswalk for the program is available on OneDrive for review and approval.

SPC Course Name	General Pharmacology for Health Professionals	
SPC Course Number	HSC 1149	
Crosswalk Completor	Katherine Woods	
Additional Articulation Requirements		
Course-to-Course - Yes/No		
Alignment Percentage	100%	
Crosswalk Approval	Will Baldwin	

MLO Number	1a	1b			
FLDOE Florida Standard	13.01, 16.01-.04, 19.03	16.02,19.01, 19.03			

MLO Number	2a	2b	2c		
FLDOE Florida Standard	19.03	19.04	15.01, 18.07, 19.01, 21.08, 22.16		

MLO Number	3a	3b	3c	3d	3e
FLDOE Florida Standard	14.01-14.11, 18.01, 22.01	14.06, 14.09, 14.10, 14.11	14.01-14.11, 20.05	14..02, 14.04, 14.05	15.01, 20.02, 20.10, 21.08

INDUSTRY CERTIFICATION CROSSWALKS

1.3 Compare and contrast RAM types and features. *CET 1171 2A*
  1.3.1 Types
   • DDR
   • DDR2
   • DDR3
   • SDRAM
   • SODIMM
   • RAMBUS
   • DIMM
   • Parity vs. non-parity
   • ECC vs. non-ECC
   • RAM configurations
     ○ Single channel vs. dual channel vs. triple channel
   • Single sided vs. double sided
  1.3.2 RAM compatibility and speed

1.4 Install and configure expansion cards. *CET 1171 C 2A*
  1.4.1 Sound cards *CET 1171 C 4C*
  1.4.2 Video cards
  1.4.3 Network cards
  1.4.4 Serial and parallel cards

Aligning Academic Major Learning Outcomes with Industry Certification Competencies

Academic Program-Plan:	A.S. in Computer Networking, Computer Support Certificate		
Industry Certification:	CompTIA A+		
Courses needed to prepare for the Industry Certification:	CET1171C	CET1172C	

220-801 1.0 PC Hardware

	1.1	1.2	1.3	1.4	1.5
	Configure and apply BIOS settings.	Differentiate between motherboard components, their purposes, and properties.	Compare and contract RAM types and features.	Install and configure expansion cards.	Install and configure storage devices and use appropriate media.
Course Name/Number	CET1171C	CET1171C	CET1171C	CET1171C	CET1171C
Major Learning Outcome (MLO)	4. The student will utilize documentation, software diagnostics, tools and parts to make repairs to microcomputer equipment following industry standard practices and safety procedures by: b) Using software diagnostic applications and demonstrating diagnostic methods to determine and correct microcomputer problems.	2. The student will determine which parts in a given microcomputer system are most likely to fail by: a) describing microcomputer components and their respective mean-time-between-failures	2. The student will determine which parts in a given microcomputer system are most likely to fail by: a) describing microcomputer components and their respective mean-time-between-failures	2. The student will determine which parts in a given microcomputer system are most likely to fail by: a) describing microcomputer components and their respective mean-time-between-failures	2. The student will determine which parts in a given microcomputer system are most likely to fail by: a) describing microcomputer components and their respective mean-time-between-failures
Current assignments supporting MLO					

This is MESSY!!

Internal Exams & Competency Based Portfolios / Tasks

Electrical Safety Competency Questions (10 points total, 2 points each)

Use an electrical safety analyzer and a medical device to

8. Demonstrate and document the results of the mains voltage test
9. Demonstrate and document the results of the ground resistance measurement
10. Demonstrate and document the results of the ground leakage test
11. Demonstrate and document the results of the chassis leakage test
12. Create a table that documents the test measurements for each condition, in your table include the NFPA 99/AAMI test standard maximum, and state whether the device passed or failed the test.

3. Use the internet to research and Identify one biome
   - Identify the technology the inventor created
   - Describe how the technology is used today (
   - Describe how the evolution of the technolog
   - Describe the impact of the technology on he
   - Include a citation of the website that you fou

4. In this situational question, you are working in a lab
   study. As part of testing procedure, you measure th
   that is measuring muscle activity. The frequency of
   time 0 you measure 1 V. Then you measure 2 V at 1 s, 3 V at 2 s, 4 V at 3 s, and finally 5
   V after 4 s. You must then
   a. Organize the data into table
   b. Organize the data into a graph
   c. Describe what is going on physiologically using the data

Shifting Paradigms:

- We had to get over thinking that we'd already done this

- Believing that this wouldn't work for our program

- The process provided a vehicle for cross-program dialogue

- Involve everyone from the beginning; work in teams

- Engage in open discussion of multiple (student) scenarios

'The organized process helped us to see our programs from a different perspective.'

The "What" - Create Easy Visuals

Embed Milestone Events

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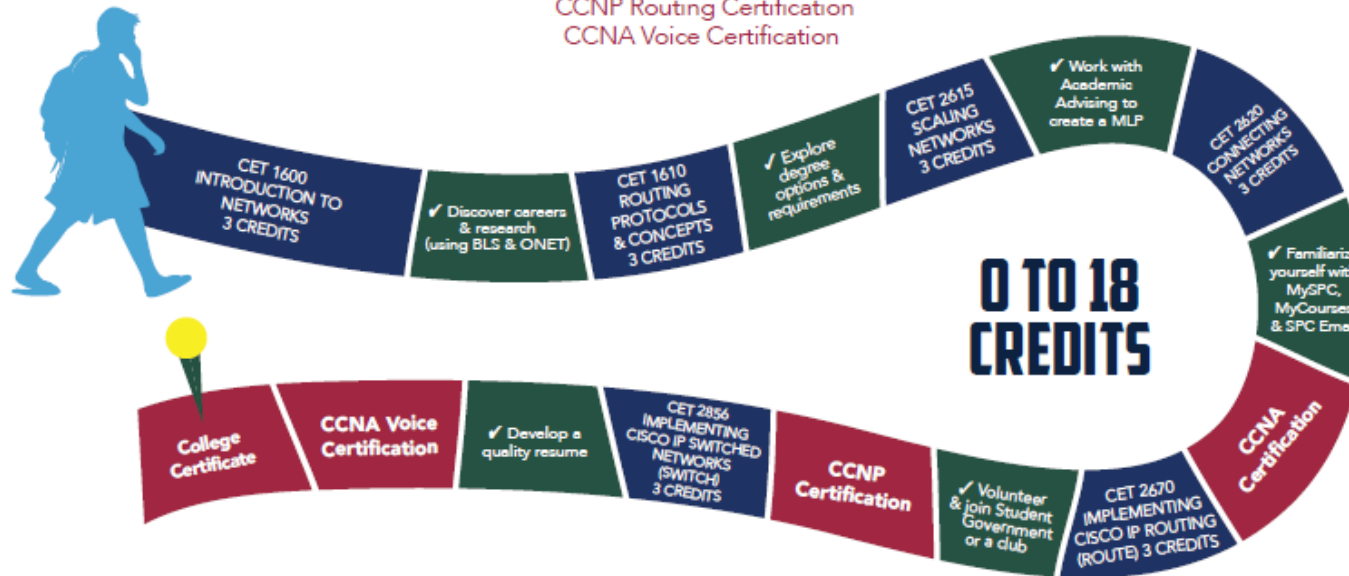
Dimension 2: Help Students Choose a Path

- Embed intrusive advising in pathways
- Align advising with critical student choices and milestones
- Strengthen and clarify student-facing information about jobs/careers/transfer options

Source: Pathways Institute #2 PowerPoint by Kay McClenney

Dimension 2: Underlying Values

- Students come to college for a career, not for a piece of paper.

- Students, who can connect with their passion, will work harder and work through obstacles.

- It is just as important to know what students don't want to do as it is to know what they want to do.

- Students are more likely to respond to college messaging from teachers and staff that they know.

Typical On-Boarding Path for Degree/Certificate Seeking Student at St. Petersburg College
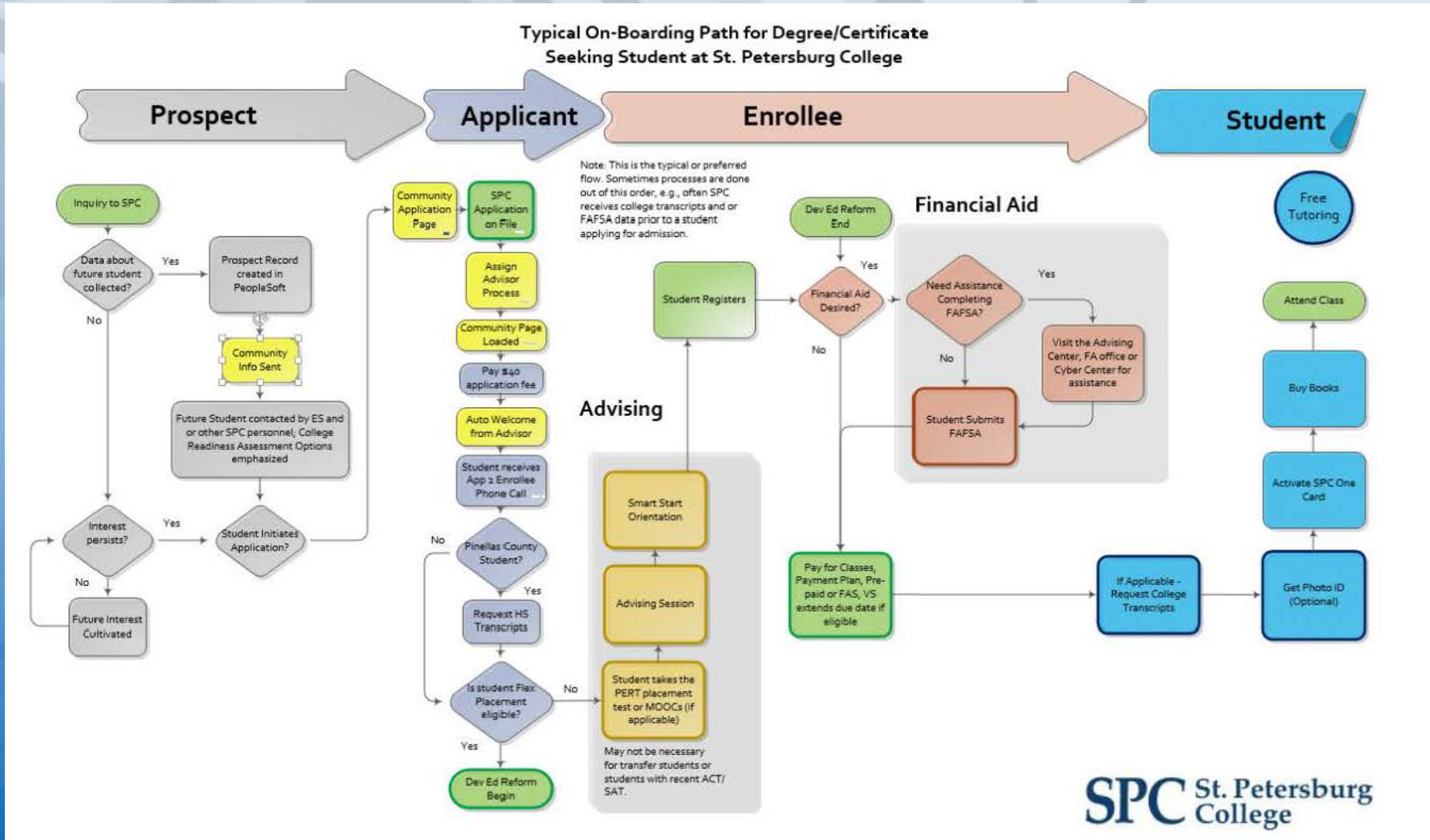
Development of the Advisor Role

Past Advisor Role

NEW
Enhanced
Advisor Role

Centralized Leadership

Course Selection Assistance

Classroom Visits

Empowered Decision making

Career Development and Transfer/Job Placement Services

Retention & Case Management (outreach, early alerts, & intervention)

College resources instruction (Smart Start, MLP, etc.)
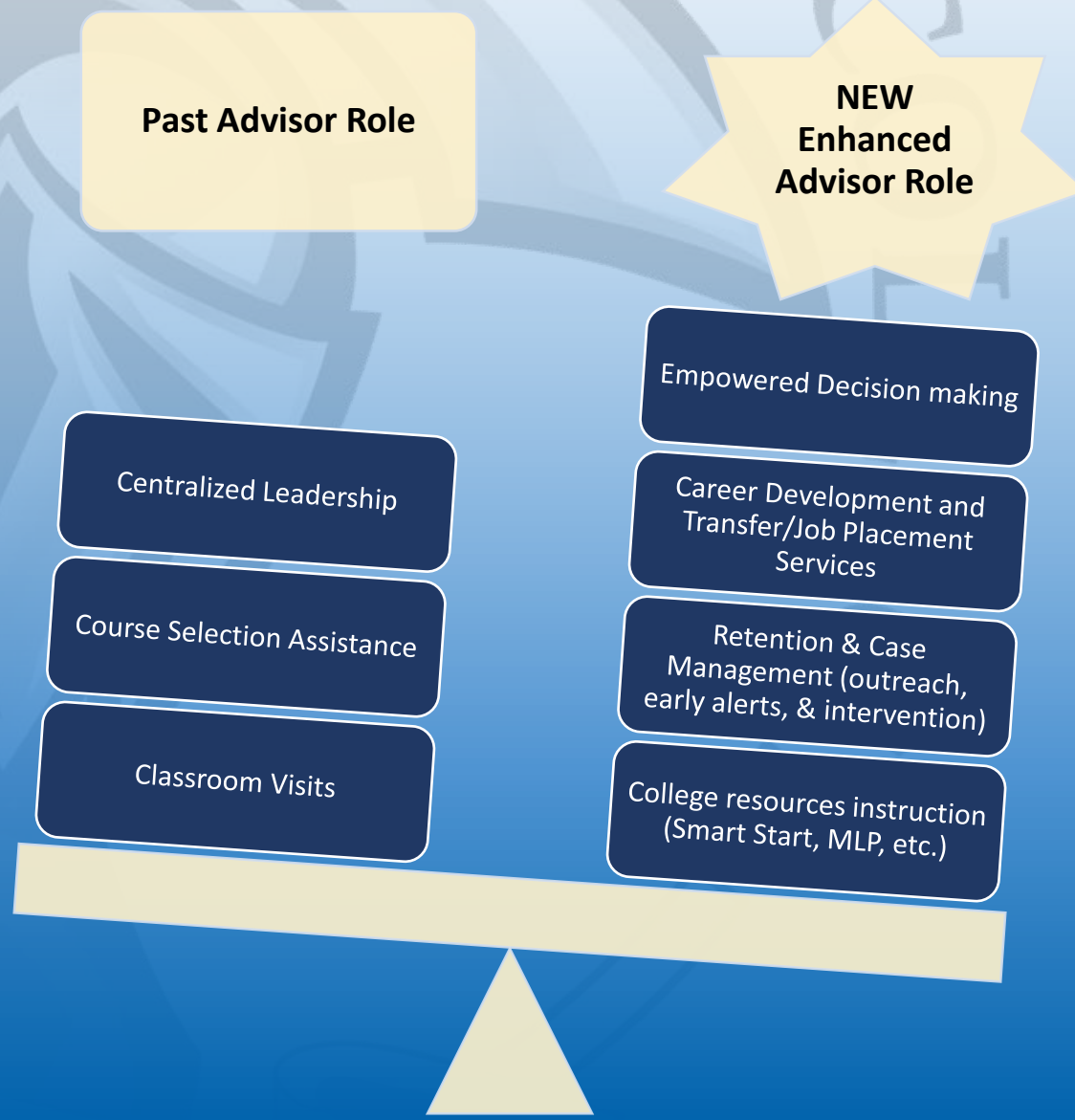
Increase the Scope of Impact
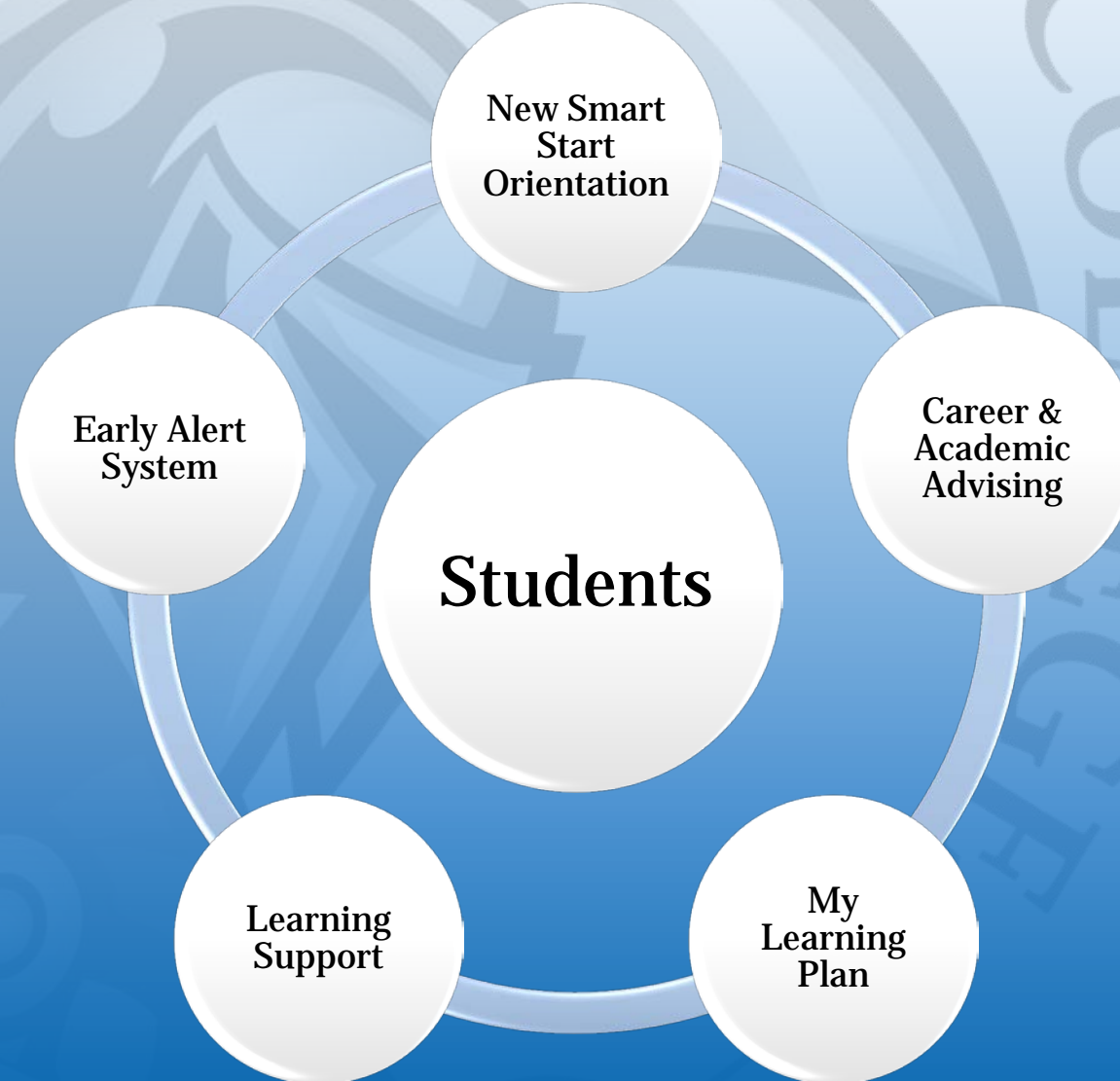
Align with Milestones

Public Facing Focus 2

Degree Website Information

Clarify Student-Facing Information

Students who are career-focused and engaged at the college are more successful.

Integrated Career and Academic Advising

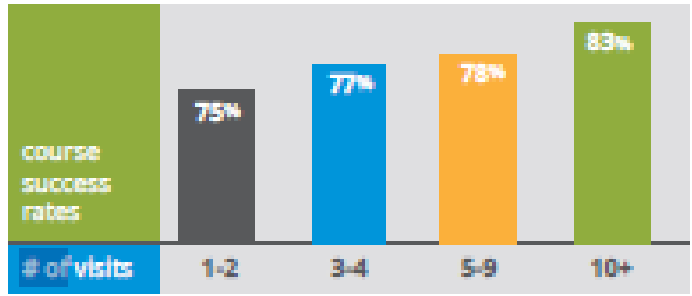FTIC students who have identified a career are 10% more successful* in their classes than students who have not.

10%

Success is defined as earning a grade of A, B or C in a class

Out-of-Class Support

The more often students visited the learning centers, the more successful they were in their courses.

# of visits	1-2	3-4	5-9	10+
course success rates	75%	77%	78%	83%

My Learning Plan

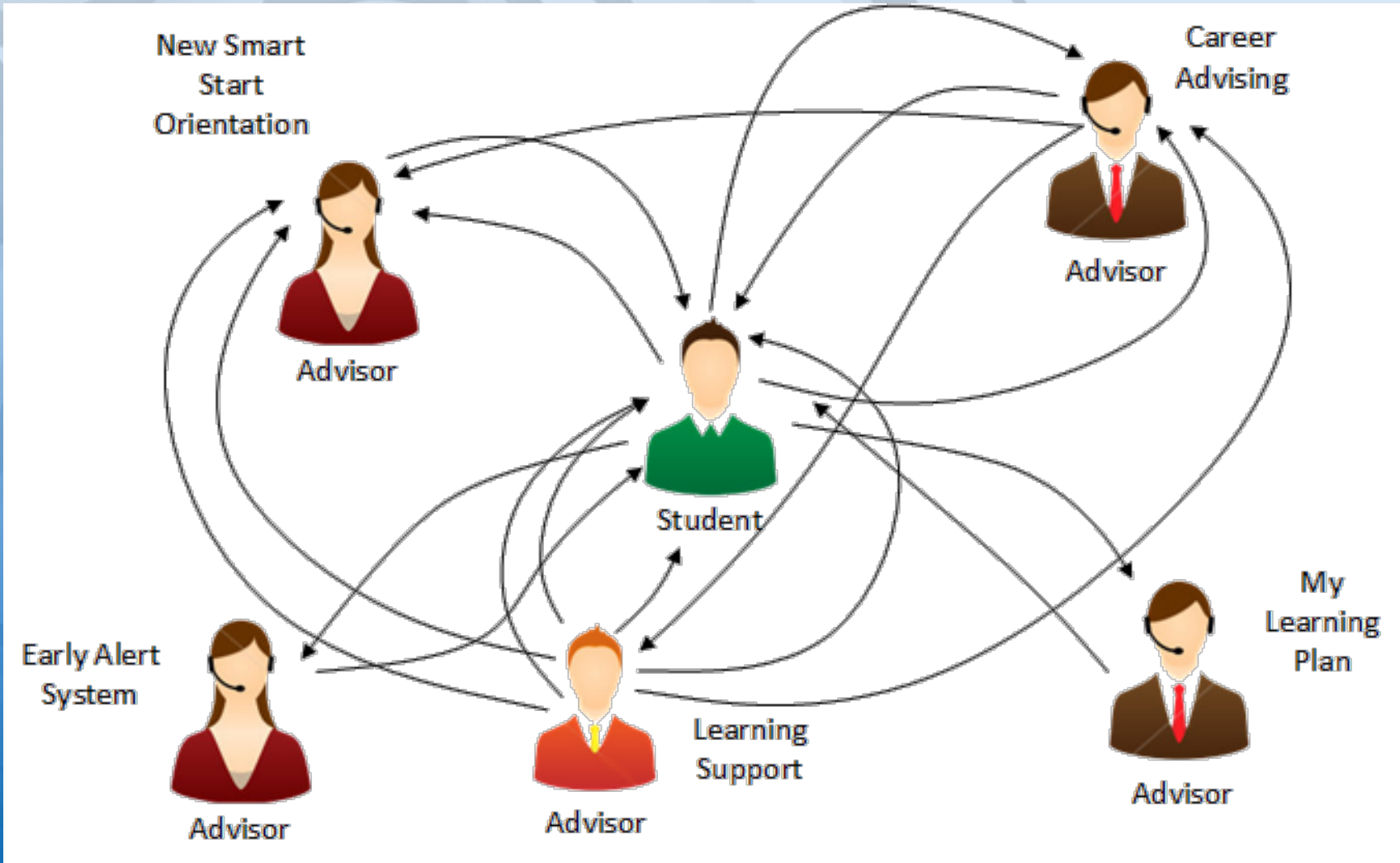FTIC students with a My Learning Plan had higher success rates and were less likely to withdraw.

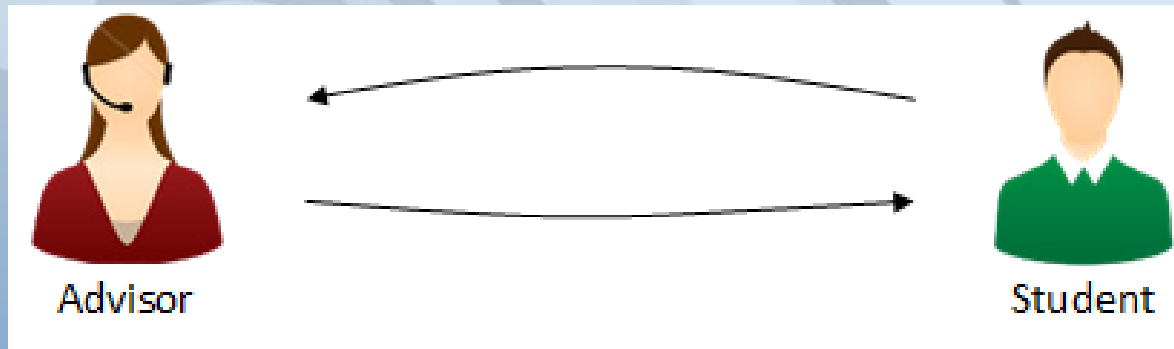**20%** higher success rate

8% lower withdrawal rate

Clarifying Student-Facing Information

Case Managing through Communities

A holistic approach where Career and Academic Advisors, Faculty, and Learning Resources help students navigate through college life by promoting positive behaviors and connecting them to internal and external resources that support academic success.

FTIC Students	Students are assigned an advisor at the time of application.
Current Students	Students are assigned an advisor based on home campus and current program.

"Difference for successful groups of students? Someone monitors their progress, not letting them fall through the cracks."

Rob Johnstone

Virginia Student Success Leadership Institute
2016

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Dimension 3: Keep Students On a Path

- Define appropriate communication milestones encouragement and intervention
- Embed meaningful career and/or transfer skills
- Set policies for completing requirements and track student outcomes

Triad Leadership Team Responsibilities

Triad Leadership Model

- **Chairs one of the three CAC Sub-Committees**
  - Communication and Training
  - Contextualization
  - Milestone Events
- Captures the needs of all necessary departments across the college and supports the success of students within the communities.
- Ensures constant and comprehensive communication occurs with all TLT members, CAC members and the Pathways Council.
- Disseminates information from the Pathways Council and other meetings to the college community.
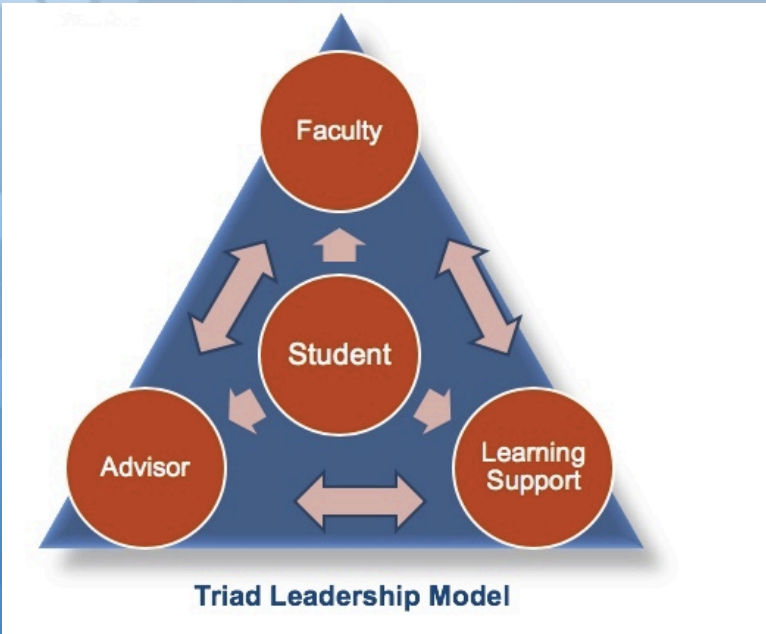
Training and Communication

Industry Engagement

2017 **Job Fairs**

Come dressed to impress with copies of your resume and be prepared for on-the-spot interviews.

St. Petersburg College Job Fair

PALLADIUM

THE SESSIONS
ENRICH • EDUCATE • EMPOWER

YOUR PATH TO SUCCESS
A powerful and uplifting interactive presentation to sharpen **BUSINESS** skills in pursuit of excellence in careers:

• CONTRACT NEGOTIATIONS • ENTERTAINMENT LAW
• MARKETING • SELF-PROMOTION • ARTIST RELATIONS

OUR EXCLUSIVE ARTIST SERIES INTERVIEWS
• Inspiring For All Musicians!
• Informative Historical Info & Biz Tips!
• Entertaining!

A MUST SEE ON OUR WEBSITE & YOUTUBE

LISTEN, LAUGH & LEARN FROM INDUSTRY EXPERTS

Internship Expo 2018

Enrollment 0-25%

- Focus 2
- Community/Major Changes
- My Learning Plan
- Smart Start Orientation
- Academic Standing
- Success Rates
- Learning Support visits
- Registered for next term
- Program Eligibility

Retention 26-75%

- Transfer institution
- Optimal Resume
- Burning Glass
- Registered for next term
- Civic Engagement
- Career Services Hub
- Industry Site Visit
- LinkedIn/Portfolio

Completion 76-100%

- Internship
- Portfolio
- Resume
- Attend Job Fair/ Job search
- Apply to transfer
- Graduation check

Set Policies on English & Math

FTEIC Gateway Math and English Completion

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Completed College Math in year 1	33.9%	36.8%	35.1%	38.6%	41.3%	45.2%	42.8%	45.0%
Completed College English in year 1	55.6%	56.7%	58.0%	60.7%	61.3%	65.8%	60.2%	61.6%
Completed both College Math and English in year 1	29.4%	32.3%	31.0%	34.5%	37.3%	40.6%	37.8%	40.0%

What gets measured gets done.

Dimension 4: Ensure Students are Learning

- Map program learning outcomes to career and academic pathway courses.

- Strengthen assessment by identifying where learning outcomes are introduced, practiced, reinforced and finally mastered with supporting documentation

- Faculty review pathways with feeder faculty on a regular basis

- Promote discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects).

- Align discipline-appropriate co-curricular learning.

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Source: Pathways Institute #2 PowerPoint by Kay McClenney

Periodic Course Review

The Essential Review Buckets

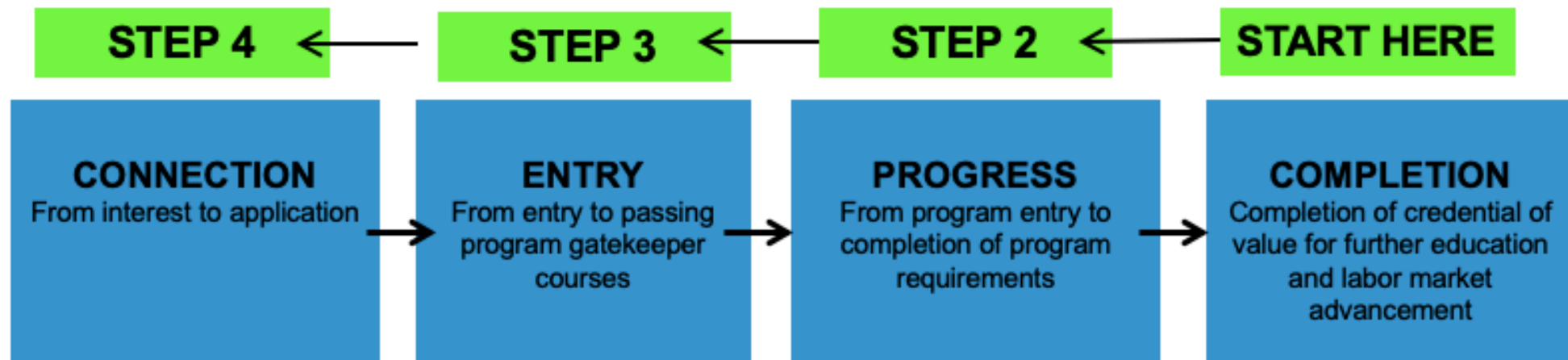| MLOs & Objectives	Learning Activities	Resources	Assessment Strategies	Program Learning Outcomes
• How can MLOs/COs be measured? • Do COs align with MLOs and course description? • Do course assessments align with MLOs/COs (rubrics/checklist/criteria/tests)? • SME review • Industry expert involvement	• Are assignments clearly identified? • Is there evidence of active learning? • Are instructions clear? • Is learning scaffolded/sequenced? • Are learning activities flexible? • Do activities support MLOs/COs?	• Are resources clearly identified • Are resources relevant? • Are out-of-classroom resources identified (i.e. tutoring, IT, clubs, library)? • Are accessible resources user friendly, inexpensive, diverse?	• Are assessment strategies clearly identified? • Do assessments have appropriate rigor (Introduce, reinforce, evaluate; Bloom's)? • Are assessments authentic, varied & aligned to MLOs? • Are strategies in line with industry expectations (where appropriate)?	• How does this course fit into the bigger picture? • Does the course align to PLOs? • Does the course add value within the structure of the program?

Final Community Metrics

Program:	Physical Therapy Assistant AS

0-25%

Type	Milestone	Tool	Benchmark	Goal
Student Service/Career	HEC health orientation	Admission Checklist	All students who have been offered admission must attend orientation.	100% of the new PTA students will attend the HEC health orientation.
Academic	Grade in PHT 1200 *Introduction to Basic Patient Care*	BI	All students are required to achieve a minimum of a 78% in PHT 1200.	75% of the students enrolled in PHT 1200 will achieve an 82% or higher in this course.

26-50%

Type	Milestone	Tool	Benchmark	Goal
Student Service/Career	Utilize NIP (New Initiative Program) resources	Who's Next Data	Current students utilize the NIP department; however, the program does not track this data.	65% of students will utilize the NIP department resources during this time.
Academic	Grade in PHT 1217 *Physical Therapy Principles and Procedures*	BI	All students are required to achieve a minimum of a 78% in PHT 1217.	75% of the students enrolled in PHT 1217 will achieve an 82% or higher in this course.

Start With the End in Mind

STEP 4 ←	STEP 3 ←	STEP 2 ←	START HERE
CONNECTION From interest to application	**ENTRY** From entry to passing program gatekeeper courses	**PROGRESS** From program entry to completion of program requirements	**COMPLETION** Completion of credential of value for further education and labor market advancement
• Market program paths • Build bridges from high school and adult ed. into program streams	• Require exploratory or "meta-majors" for undecided students • Integrate basic skills instruction with program gatekeeper courses	• Clearly map out program paths • Rethink advising around maps • Use advising to monitor student progress, provide feedback and support as needed	• Align program outcomes with requirements for success in further education and the labor market

CCRC MTN 2014
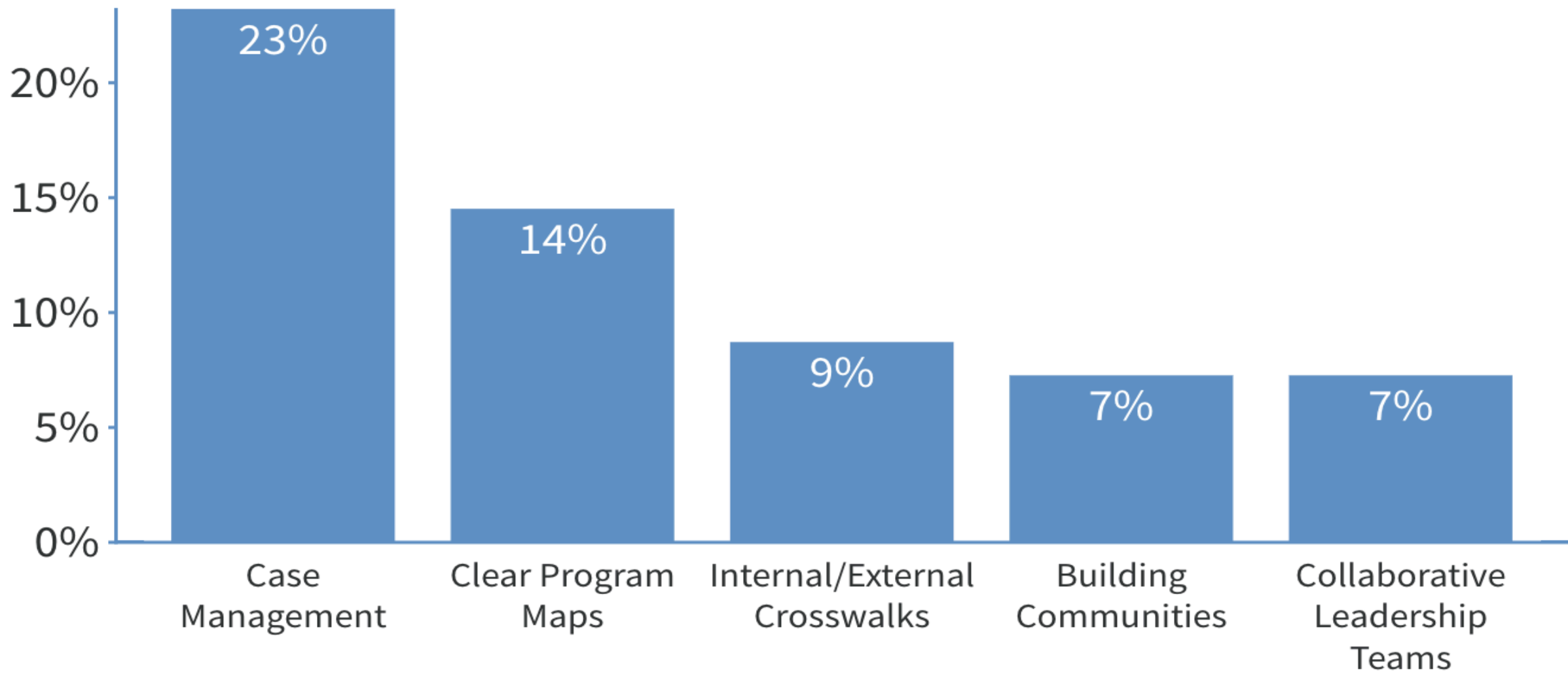
What Works?

Chose the Guided Pathways element that has the most potential to support the work being done at SDCE. I'll show the top 5.

Text **COLABS** to **22333** once to join, then text your message

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Which of the following Guided Pathways elements has the most potential to support the work being done at SDCE? We'll show the top five.

🔒 **Poll locked.** Responses not accepted.

Learning – The "Bigger" Picture

FOUR PERFORMANCE FUNDING METRICS

- Retention
- Completion
- Job Placement/ Continuing Education
- Entry Level Wages

	Purple (0)	Bronze (5)	Silver (18)	Gold (5)
Funding Received	Implement Plan for Restoration	Base Funds Only	Base Funds & Prorated share of state investment	Base Funds & Prorated share of state investment & **Redistributed Puple & Bronze funds**
Point Ranges	Less than 20 Points	20.0 to 29.01 Points	29.02 to 37.78 Points	37.79 to 40 Points

Gold Extra Redistributed Amount = $ 7,684,999

Learning – Align Your Strategic Plan

ECONOMIC MOBILITY

3-Year Strategic Goals

Strategic Goals
1. Deliver responsible program planning aligned with jobs and student goals
2. Increase strategic connections by partnering with educational institutions, businesses, and community resources
3. Prepare students for in-demand careers as defined by local workforce

Increase Job Placement / Continuing Education Rate from 95.6%
Target = 96.0%

Increase Student Enrollment in Workforce Institute Classes from 4,309.
Target = 6,032

Increase Degree and Certificate Completers from 7,698.
Target = 8,200

2018-19 Focus Areas

Retention
1. New business partnerships
2. New Program development

Recruitment
1. Increase articulated high school credit
2. Develop recruiting partnerships with community organizations: YMCA, HeadStart, R'Club, YearUp, TSIC
3. Partner with Workforce Institute to increase articulated non-credit coursework
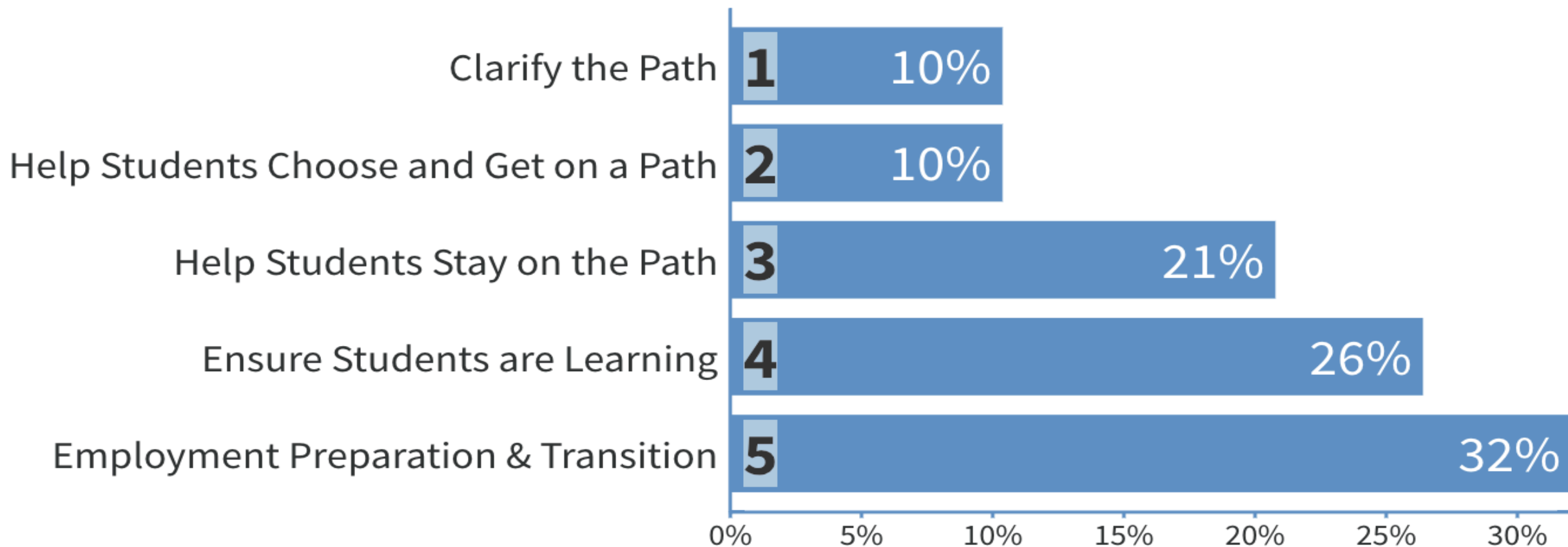
Where do you fit in?

Where does the work you do at SDCE best fit into the Guided Pathways dimensions? (You can choose more than one.)

Text **COLABS** to **22333** once to join, then text your message

Where does the work you do at SDCE best fit into the Guided Pathways Dimensions? (You can choose more than 1.)

📱 Text **COLABS** to **22333** once to join, then **1, 2, 3, 4, or 5**

Dimension	Percentage
Clarify the Path **1**	10%
Help Students Choose and Get on a Path **2**	10%
Help Students Stay on the Path **3**	21%
Ensure Students are Learning **4**	26%
Employment Preparation & Transition **5**	32%

QUESTIONS???