



Jumpstart and Sustain Your Guided Pathways Whole-College Redesign Workshop for Texas Community Colleges

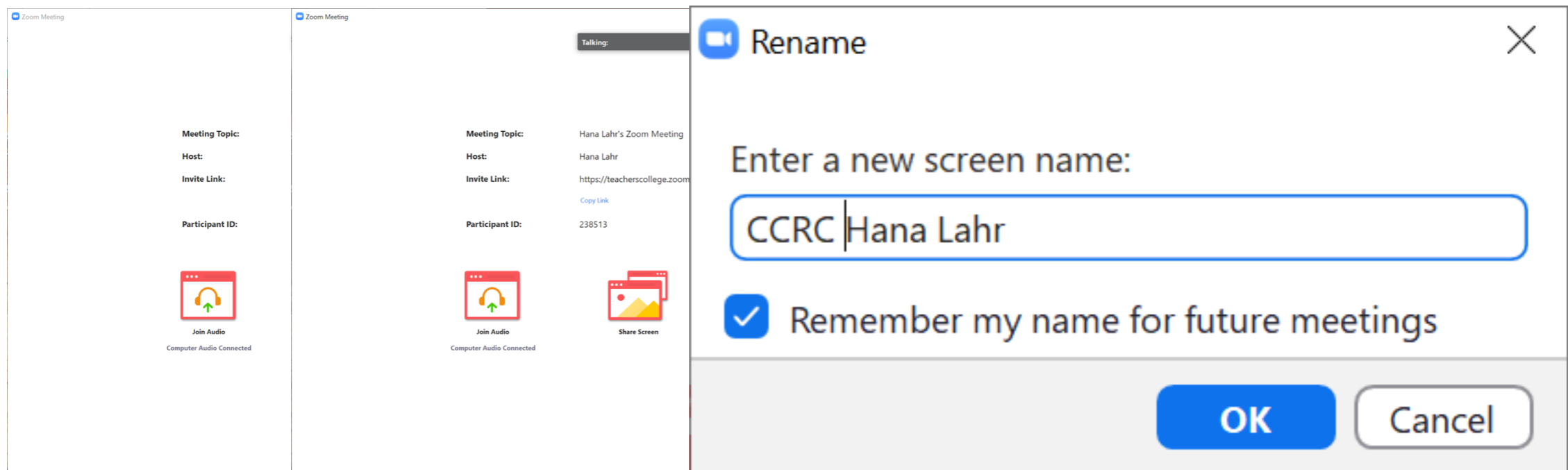
Davis Jenkins, Hana Lahr, John Fink, Amy Brown, Maggie Fay,
Serena Klempin, and Taylor Myers
Community College Research Center
Teachers College, Columbia University
July 28, 2020

Workshop Overview

- Welcome, Instructions, and Introduction (Programs in guided pathways)
- Team Session #1 (Enrollments by program)
- Team Session #2 (Coursetaking patterns)
- Team Session #3 (Planning next steps)
- Thank you! Workshop Feedback

Team time prep

- 1) Change your “zoom name” to include your college name



- 1) Download docs
 - a) Open “Schedule” document
 - b) Go to “File”, “download”, “Microsoft Word”

Meet the CCRCers in today's workshop

Amy Brown

- Vernon College, Tyler Junior College

Maggie Fay

- Texarkana College, Southwest Texas Junior College

John Fink

- Northeast Texas CC, Navarro College

Davis Jenkins

- San Jac, Lone Star

Serena Klempin

- Howard College, Houston

Hana Lahr

- Alamo

Taylor Myers

- Hill College, Galveston College

And “meet” each other!



COVID Challenges for **Students and Colleges**

- Students will be even less able to afford college so they will expect programs that enable them to achieve goals as quickly and affordably as possible
- Students will want programs that enable them to secure stable jobs in short term and good jobs in longer term—offered in formats/on schedules that work for adults with intense job and family pressures
- Demand for hs dual enrollment offerings that save time and money to earn bachelor's degree in student's field of interest will increase
- Students will face higher levels of stress and anxiety than usual
- Competition from on-line degree completion providers, regional public universities, less-selective privates will intensify
- State funding will likely be cut substantially; colleges will have to break down silos, work collaboratively to respond to challenges

GP Strategies for Student Success and College Survival **Post-Covid**

- 1) Ensure all students are in programs that lead to good job or transfer with junior standing in student's major
- 2) Help every student explore career/academic options and connect with faculty, experienced students, alumni others in fields of interest from the start
- 3) Ensure every student takes a "light the fire" course on topics of interest in term 1
- 4) Help every student (including dual enrollment) develop an educational and financial plan by end of term 1

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

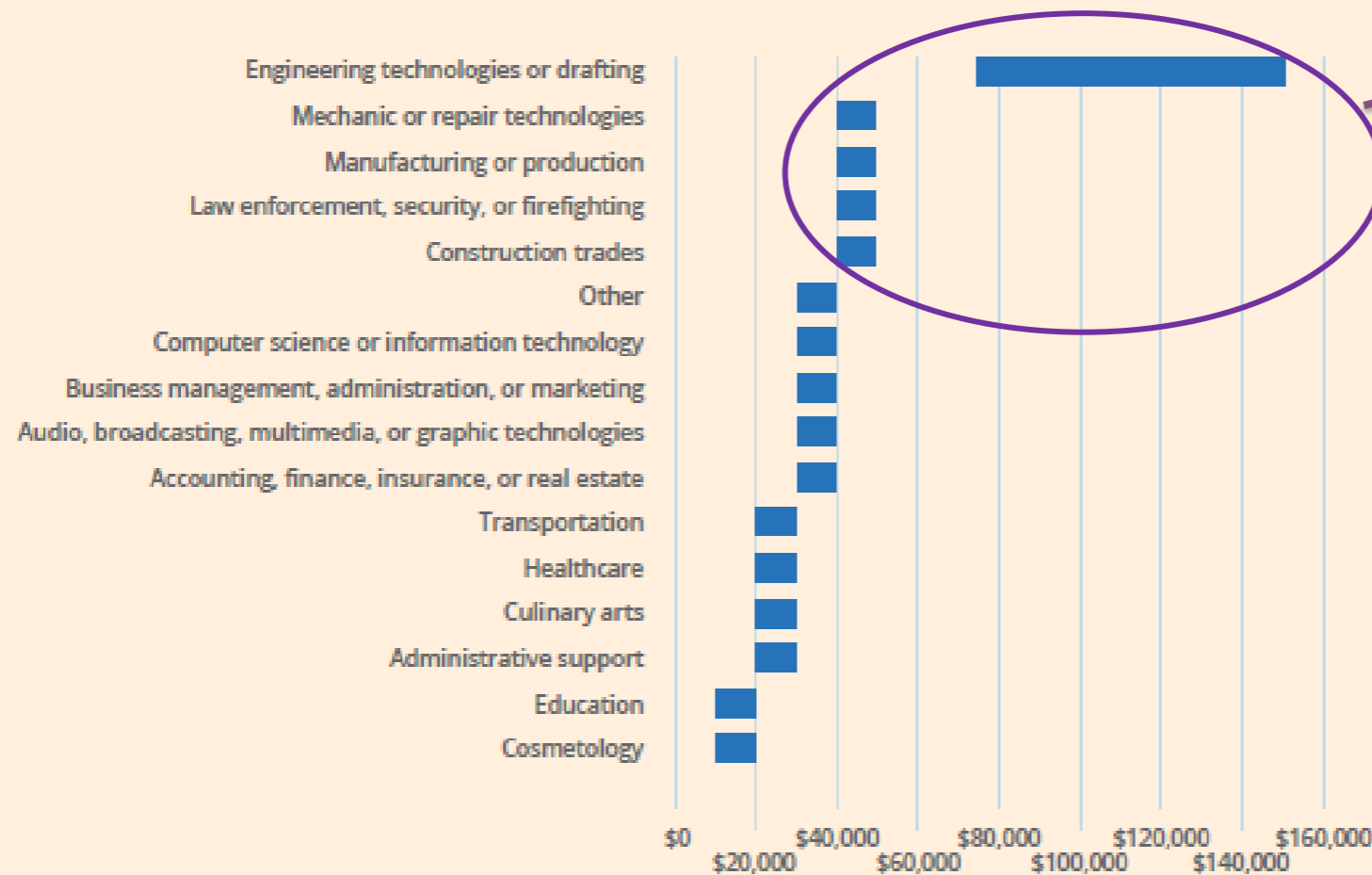
Across the country hundreds of community colleges are implementing whole-college guided pathways reforms to create clearer paths to college and career success for students.¹ The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests 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 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.



31% certificates awarded by TX 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.

Higher-Returning Associate Degrees

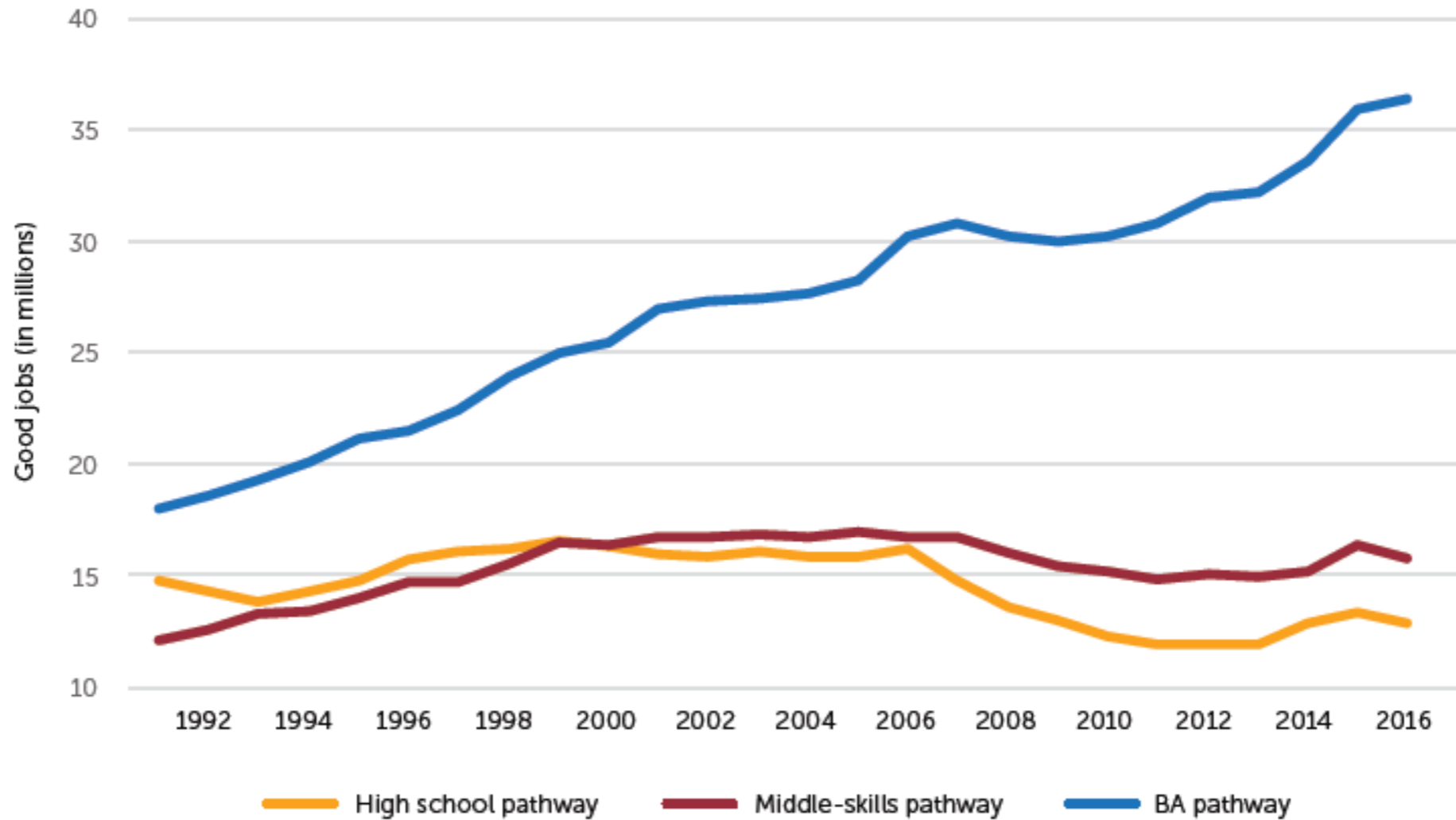
FIGURE 12. Workers with associate’s degrees in engineering have median earnings between \$50,001 and \$60,000 per year, compared to between \$20,001 and \$30,000 per year for those who studied education or fine arts.



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.

Trends in Good Jobs*

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



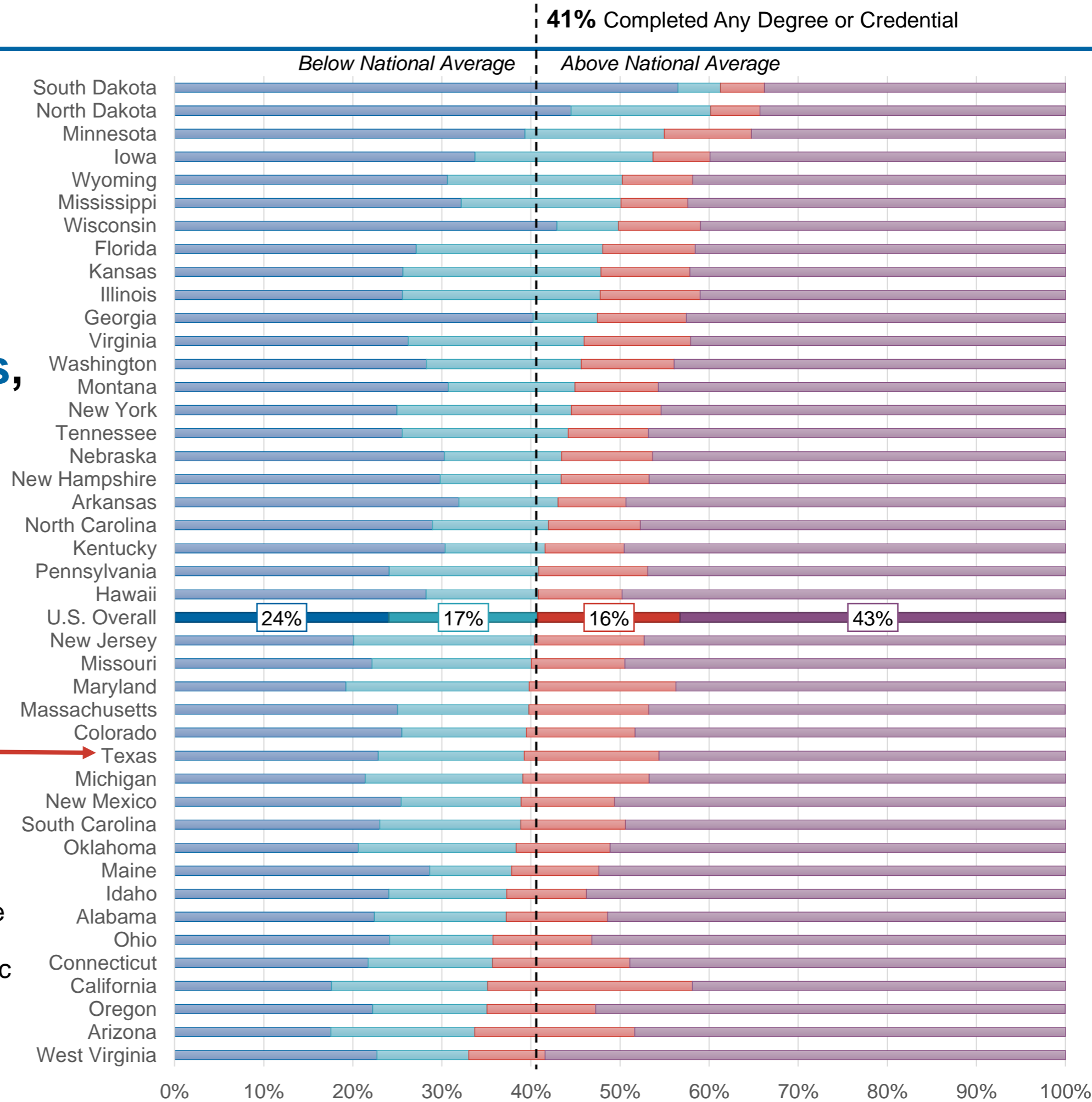
Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau and Bureau of Labor Statistics, *Current Population Survey*, 1992–2017.

* “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

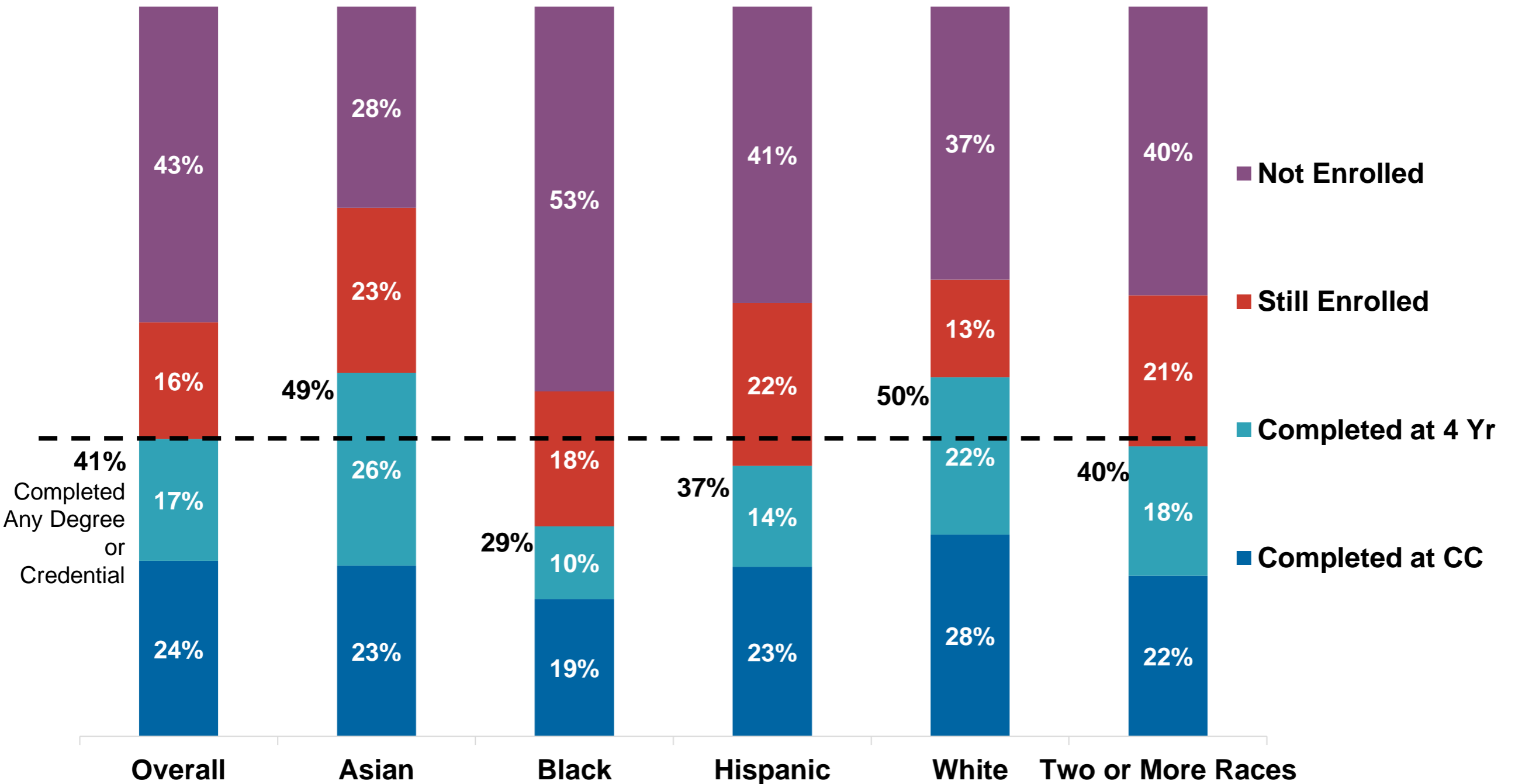
- Completed at CC
- Completed at FY
- Still enrolled
- Not enrolled

TEXAS →



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



Source: NSC Completing College Signature Report tracking the fall 2013 FTIC, degree-seeking public 2-yr entering cohort

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.

Texas Transfer Credit Loss

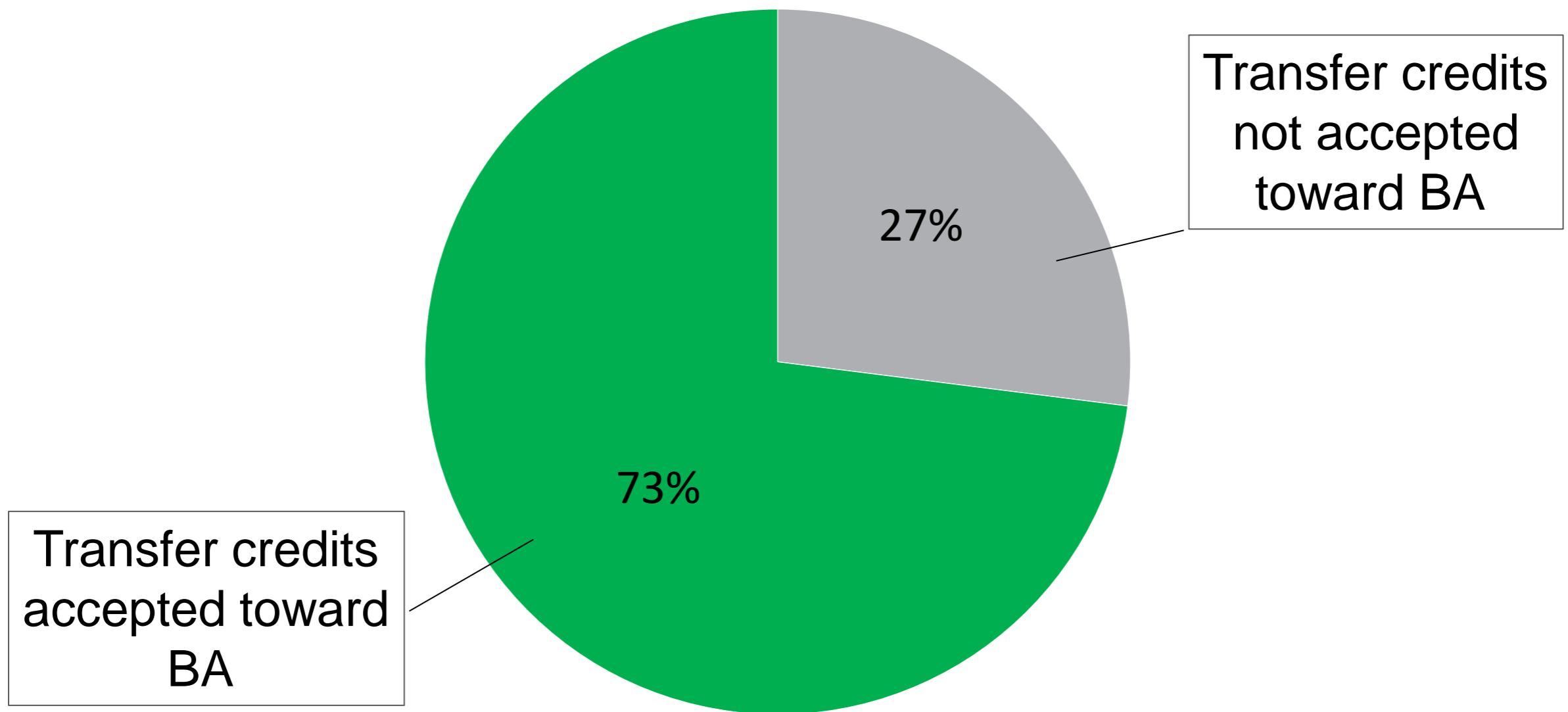
Credits Attempted* by BA Earners Matched Sample of Texas 2- and 4-Year Entrants

	Matched Samples	
	2-Year Entrants	4-Year Entrants
Number of college-level credits attempted	150	142

* Degree-credits only, does not include developmental credits

Texas ECHS Transfer Credit Loss

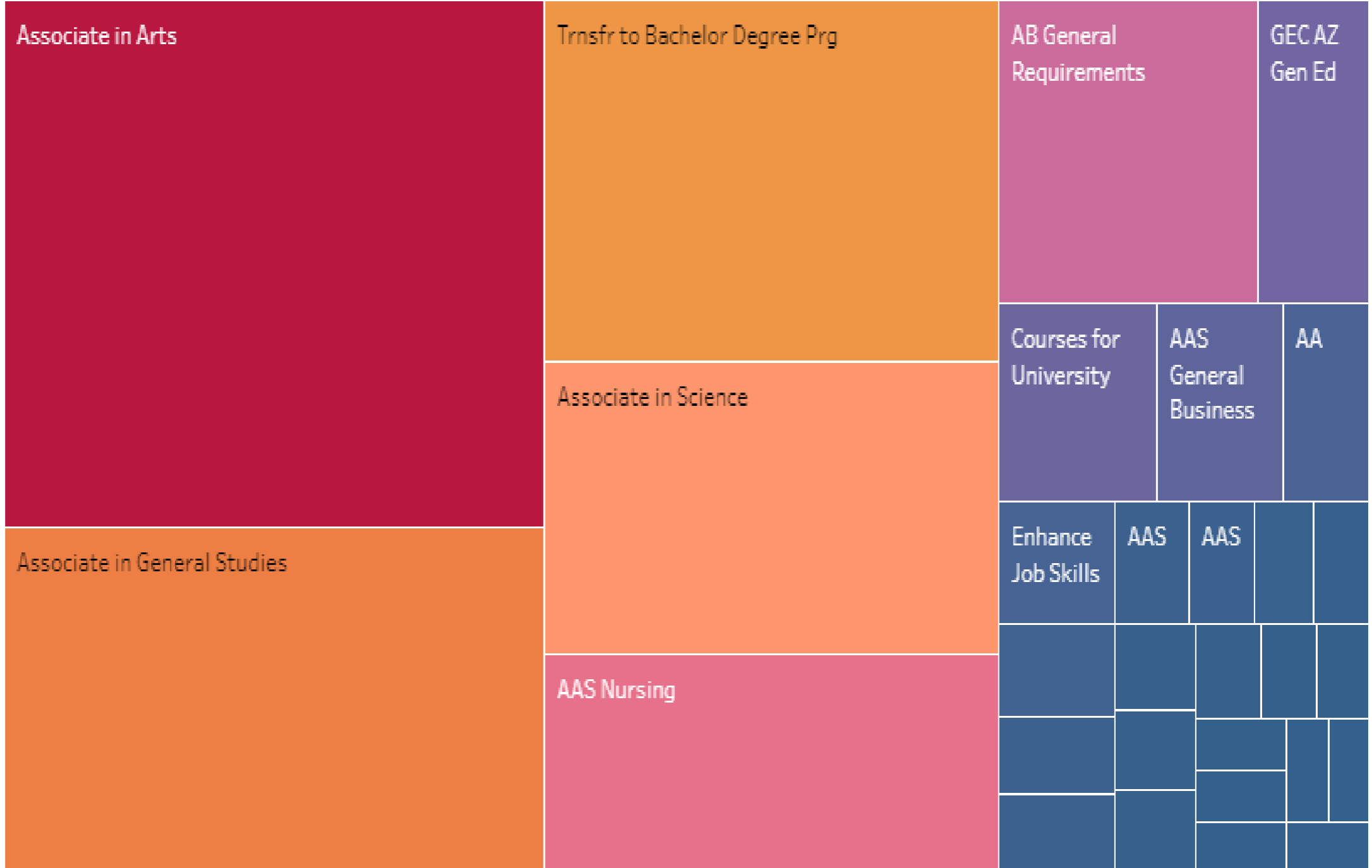
Texas Early College High School Students:
Transfer Credits Accepted toward BA



DECLARED MAJORS AT MCCCC

DECLARED MAJORS

All | Academic Plans and Subplans



TOP TRANSFER PROGRAMS (ASU, UA, NAU)

TOP TRANSFER PROGRAMS

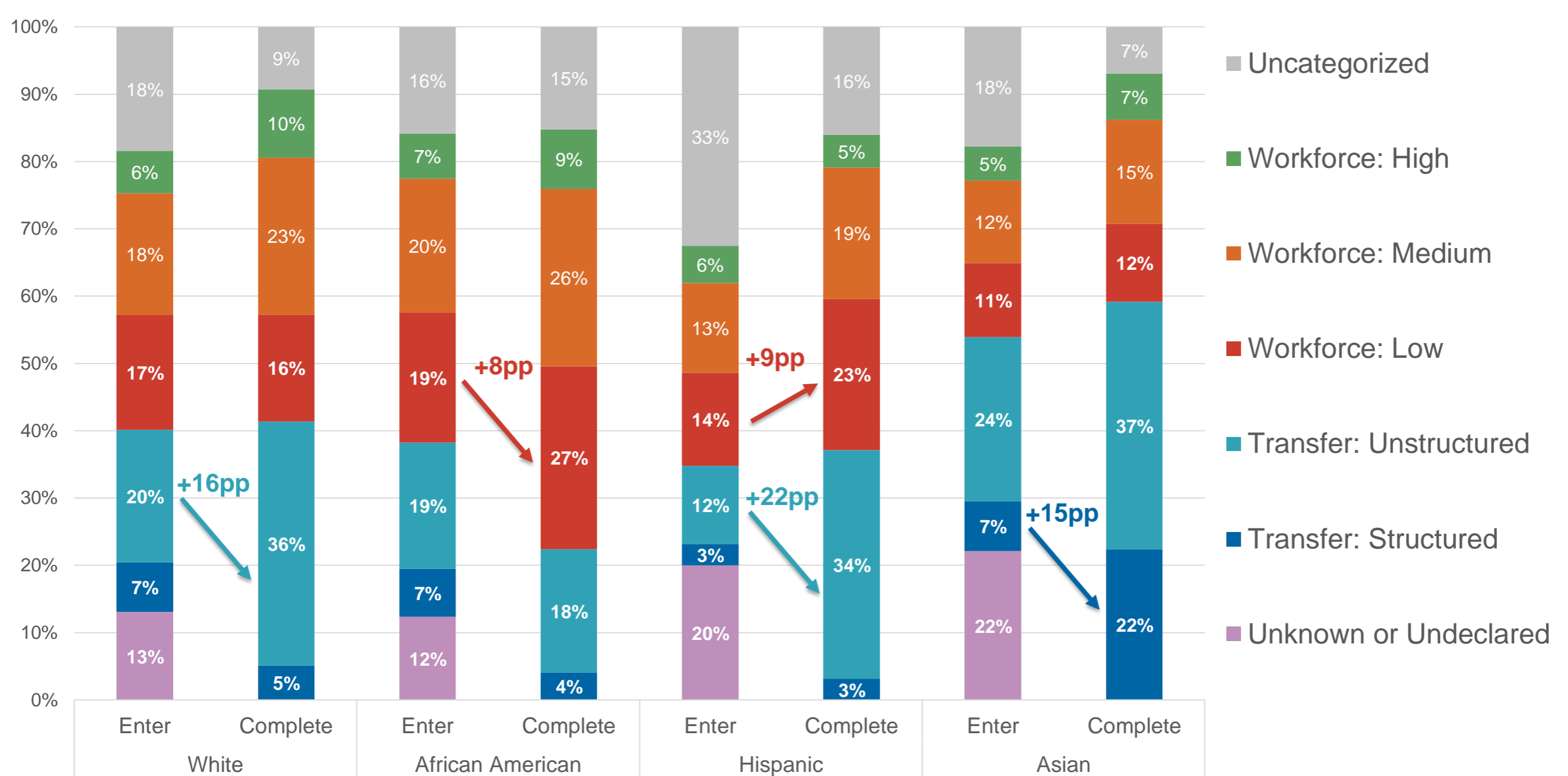
* Students Transferring to All

Registered Nursing/Registered Nurse	Psychology, General	Criminal Justice/Law Enforcement Administration	Elementary Education and Teaching	Business	Social Work
	Biology/Biological Sciences, General	Science	Foods,	English	Political Science and
Business, Management, Marketing, and Related Support Services, Other	Speech Communication and Rhetoric	Special Education and Teaching, General	Public Health, General	Computer Science	Electrical and Electronics
		Health and Physical Education/Fitness, Other	Economics, General	Accounting	
Liberal Arts and Sciences/Liberal Studies	Multi-/Interdisciplinary Studies, Other	Secondary Education and Teaching	Mechanical Engineering		
		Health/Medical Preparatory Programs, Other	Sociology	Kinesiology and Exercise	Art/Art Studies, General

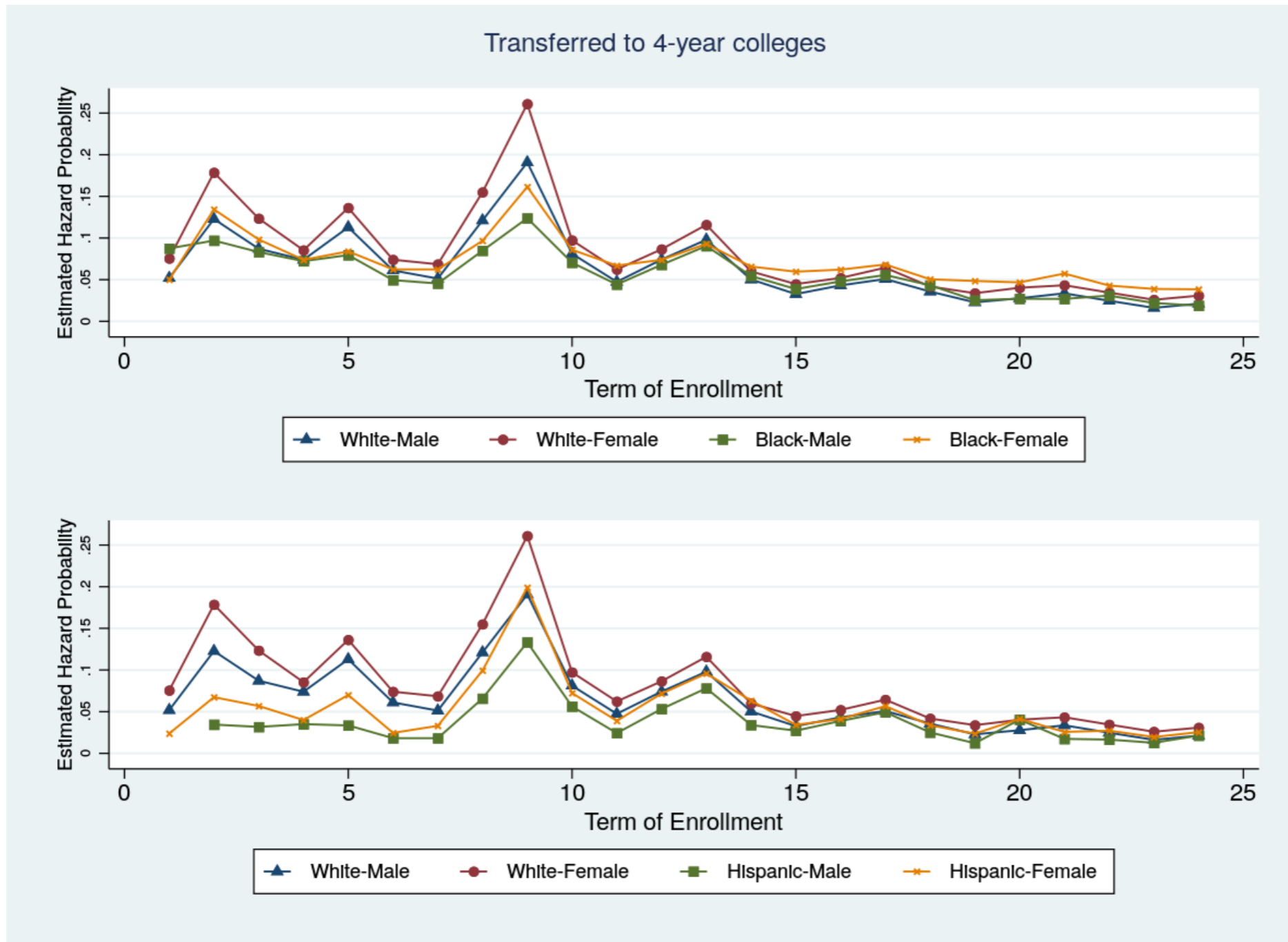
Categorizing Community College Programs by Post-Graduation Opportunity

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



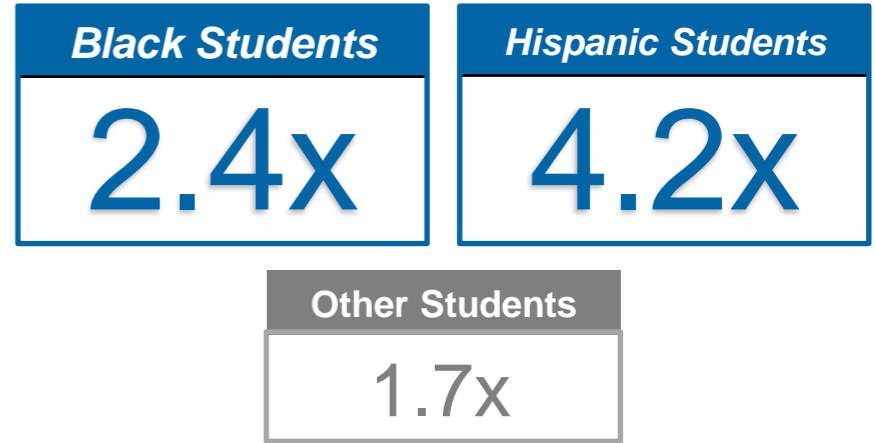
Racial Transfer Gap Most Pronounced in Students' First Three Years



CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009-2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for students characteristics, college fixed effects and cohort fixed effects.

Benefits of Momentum for Transfer

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



<i>Transfer to a four-year institution</i>	Benefit of Milestone (Baseline)	<i>Additive Effects</i>		
		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

CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009-2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for students characteristics, college fixed effects and cohort fixed effects.

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?”

“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.”

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.

Program Explorer Excel Tool

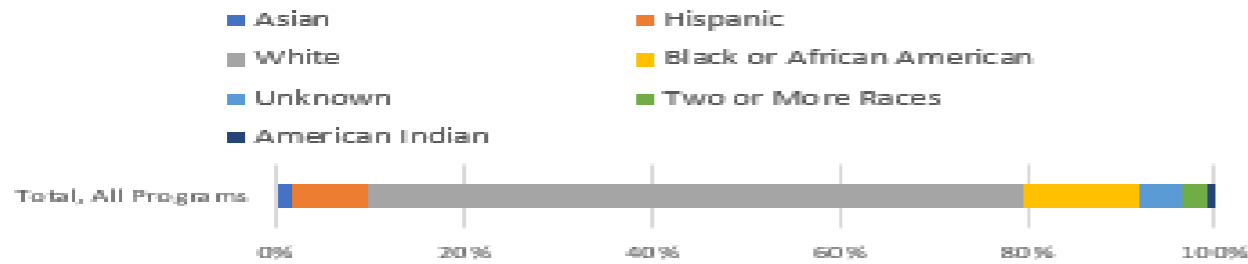
Data Tool: Unpacking Program Enrollments and Completions with Equity in Mind

John Fink, June 2020



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Overall Composition



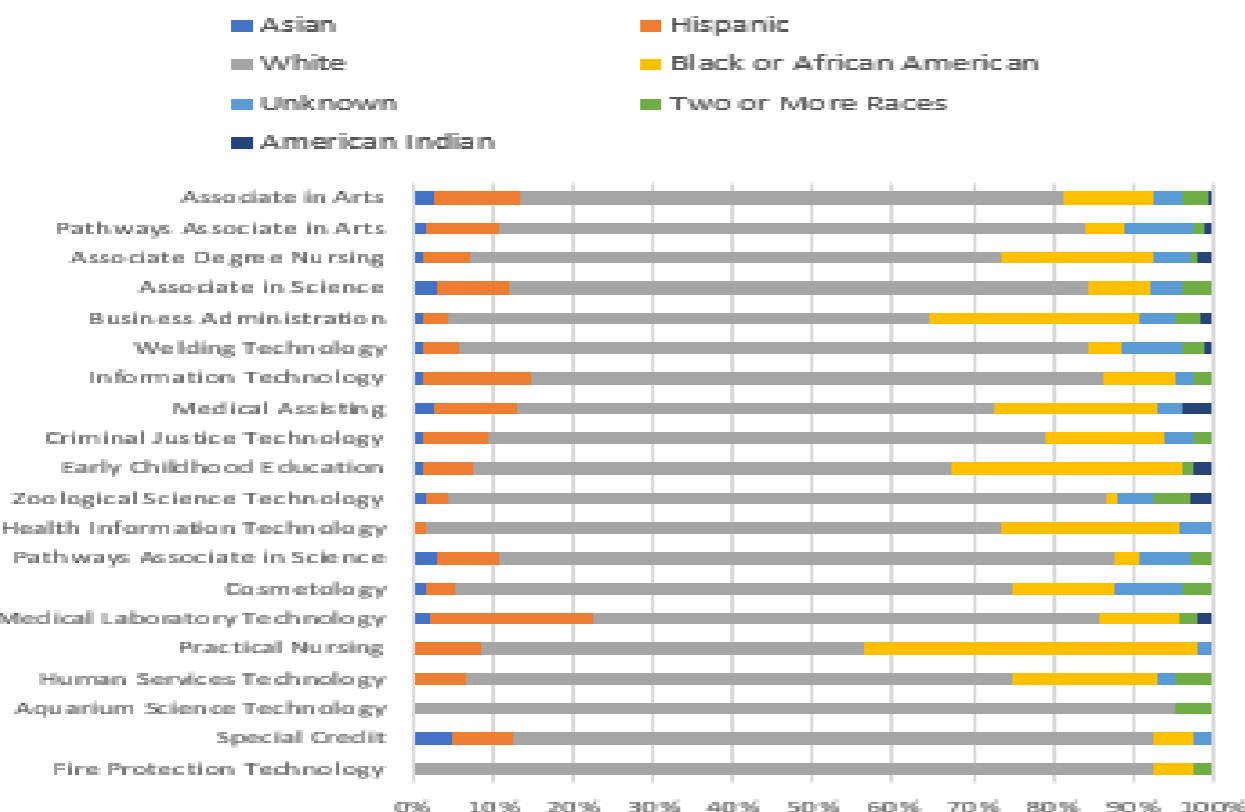
WORKFORCE-HIGH

WORKFORCE-LOW

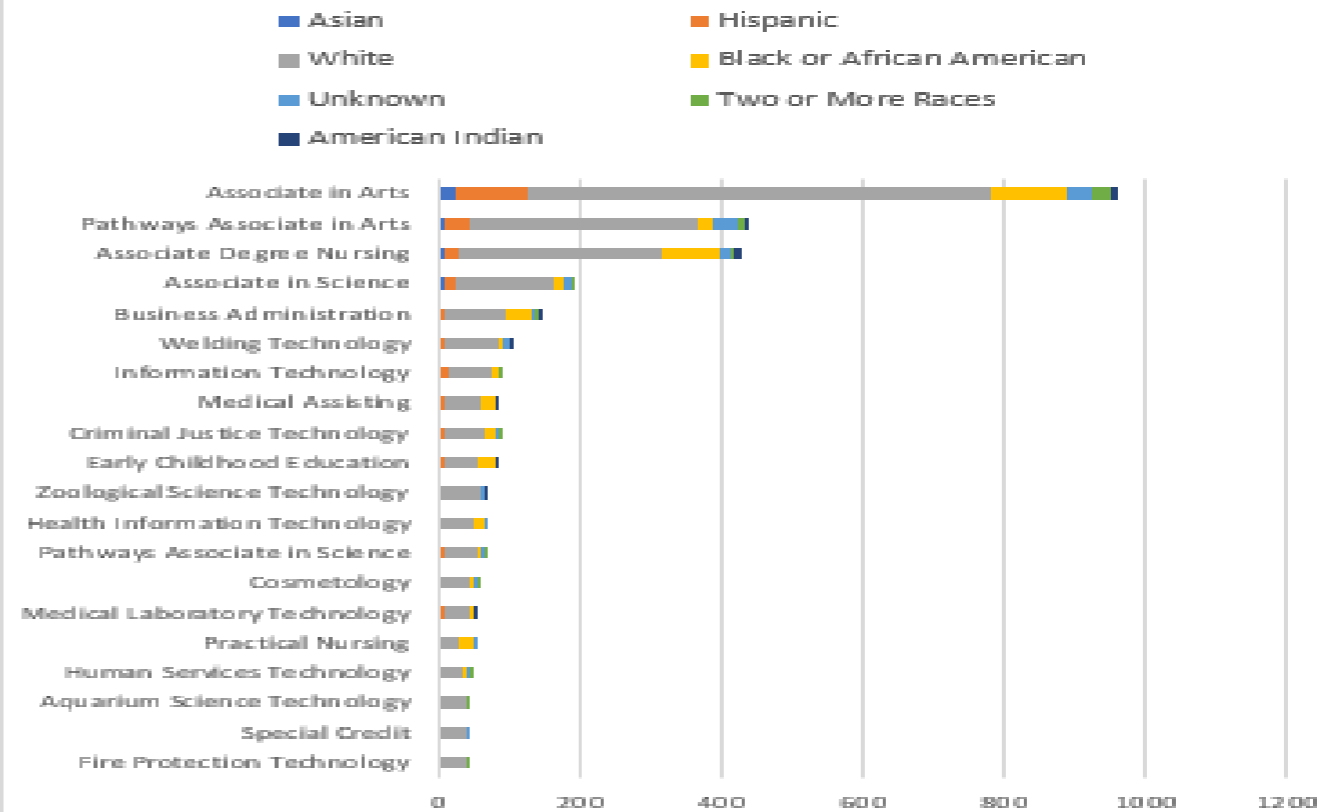
WORKFORCE-MEDIUM

(blank)

Top 20 Programs by Student Characteristic

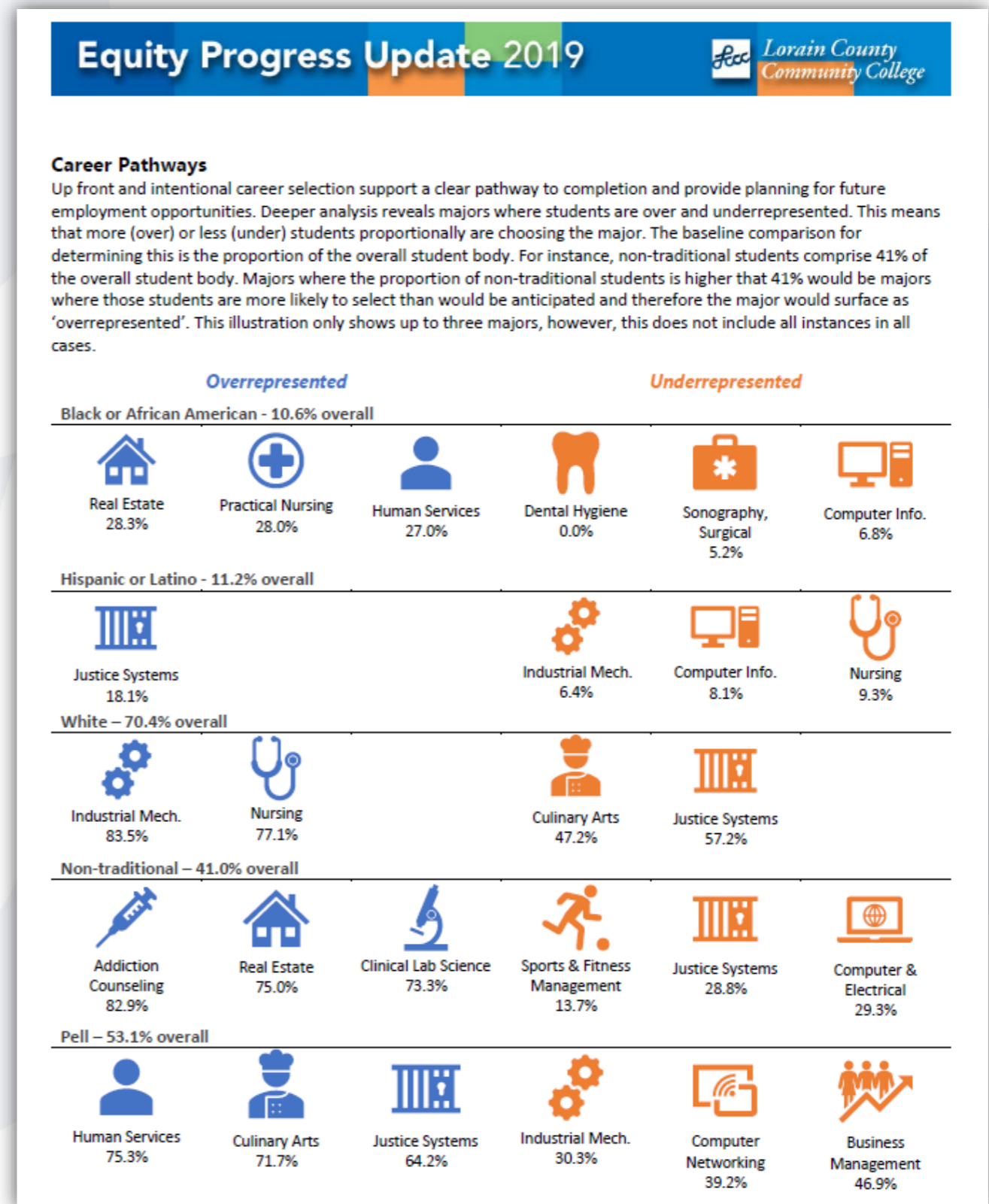


Top 20 Programs by Student Characteristic



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?

Campus wide

(Faculty Brown bags & Staff Updates)

Committees and Divisions

Pathways teams

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

Guiding Questions for the Workshop

College teams will reflect on, discuss, and plan around the following questions:

1. What programs are your students enrolled in, and what do they lead to?
2. Are certain groups of students underrepresented in high-opportunity programs?
3. What first-term courses are students in your highest enrollment programs taking?
4. How can we best support all students to make purposeful program choices?

Team Session #1: Top Enrolled Programs

Top Program Enrollments

All Students Enrolled in Fall 2018 (including credit and non-credit enrollments if available, degree- and non-degree-seeking students, first-time and continuing students, full- and part-time students, and current and former dual enrollment high school students).

(A) Program Name	(B) Student Count	(C) Percent of all Students	(D) Meta-major/ broad area	(E) Workforce / Transfer category	(F) Which student groups are under or overrepresented in this program?
1. General Liberal Arts	4,582	28.5		TRANSFER-UNSTRUCTURED	
2. Dual Enrollment	3,625	22.5		OTHER	OVERREP. Younger 18; white
3. Non-degree	1,004	6.2		OTHER	
4. Business Administration AS	803	5.0		TRANSFER-STRUCTURED	
5. Health Studies AS	549	3.4		TRANSFER-UNSTRUCTURED ?	<u>OVERREPRESENTED</u> :FEMALE
6. Psychology AS	332	2.1		TRANSFER-STRUCTURED	
7. Criminal Justice AS	304	1.9		TRANSFER-STRUCTURED	
8. Nursing AAS	243	1.5		WORKFORCE-HIGH	<u>OVERREPRESENTED</u> :FEMALE; older 25+
9. Engineering Science AS	234	1.5		TRANSFER-STRUCTURED	Overrepresented MALE
10. Human Service AS	204	1.3		TRANSFER-STRUCTURED	<u>OVERREPRESENTED</u> :FEMALE
All others, N=(unique count of other programs w/ at least 1 student enrolled)	4,213	26.1			
Total	16,093	100%			

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, Dual Credit

Team Session #1: Discussion Questions

- What programs are your students enrolled in? Which programs do/do not lead to good jobs or transfer in specific majors? How many students are not in a clear program (e.g., unknown/undeclared, dual enrollment, non-credit)?
- Are certain groups of students underrepresented in high-opportunity programs (those that lead to good jobs and major transfer) and overrepresented in lower-opportunity programs? What would be important to discuss further with others at your college?
- What else do you want to learn about students' program interests, intentions, and enrollments?

Team Session #1 (bonus questions)

- What are your reactions to the ideas discussed in the opening presentation on program enrollments and the utility of categorizing programs by where they lead?
- How could you use this information to facilitate discussion on campus about program enrollments and inequities?
- Where do you think you might get pushback on some of these ideas?

Team Session #2: First-term course enrollments within top programs

First term course enrollments among entrants into top programs

Fall 2018 courses attempted among all **first time** fall 2018 entering students (all students who attempted at least 1 credit-bearing course, **including** degree- and non-degree-seeking, full- and part-time, current and former dual enrollment students), by program. Common courses (e.g., English 101) will likely be in the top 10 for multiple programs.

#2 Program (N= 1,545 students): AS Liberal Arts General Studies (Transfer)

Rank	Course Title	Course ID	Number of Program Students who took this Course	Percent of Program Students who took this Course
1	<i>College Composition</i>	<i>ENG101</i>	723	46.8%
2	<i>College Orientation & Success</i>	<i>COS133</i>	548	35.5%
3	<i>Basic Math (non-credit)*</i>	<i>TRS092</i>	377	24.4%
4	<i>Pre-Algebra (non-credit)*</i>	<i>TRS094</i>	340	22.0%
5	<i>College Orientation</i>	<i>COS101</i>	295	19.1%
6	<i>Intro to Psychological Science</i>	<i>PSY101</i>	278	18.0%
7	<i>Intermediate Algebra</i>	<i>MTH104</i>	270	17.5%
8	<i>Intro Read & Writ (non-credit)*</i>	<i>TRS100</i>	262	17.0%
9	<i>Elementary Algebra (non-credit)*</i>	<i>MTH098</i>	151	9.8%
10	<i>Physical Fitness</i>	<i>PEC148</i>	148	9.6%
>10	275 other different courses attempted by at least 1 student from this program			

Top course taken in AA/General Studies



Team Session #2: Discussion Questions

- What do you notice when looking at the courses that students in particular programs are taking in the first term? What would be important to discuss further with others at your college?
- What would it take to ensure that every student has a “light the fire” experience in their first term?

Team Session #3: How does onboarding fit in? & Planning next steps

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY
MAY 2020

Redesigning Community College Student Onboarding Through Guided Pathways

Part 1: Rethinking New Student Onboarding

By David Jenkins, Hana Lohr, and Lauren Pellegrino

Apply to college. Take a placement test. See an advisor (maybe). Register for first-term courses. Attend a college orientation (maybe). Start attending classes.

This is the typical experience for the nearly two million first-time students who begin community college every year. The process is designed to enable large numbers of students to start taking college courses right away. But the institutions have limited staff to shepherd new students, and the process is not well designed to help students explore career and academic interests, find a program of study that is a good fit, and develop a plan for completing such a program.

Research generally finds that college students are more likely to complete a program of study if they choose a major that aligns with their interests and goals (Allen & Robbins, 2010; Tracy & Robbins, 2009). Yet many new community college students do not have clear goals. Nearly 40% of community college students report being undecided about their major at the end of their first year (authors' calculations from the 2004/09 Beginning Postsecondary Students Longitudinal Study), and the actual proportion who are truly undecided may be much higher, as students must declare a program of study to qualify for financial aid.

Community colleges, of course, want to help students develop their goals and find their way. All community colleges have academic advisors, and most provide career services. Yet it is often left to students to seek out these supports. As a result, community college students—and particularly those most in need of assistance—tend to self-advise, relying on the course catalog, the college website, and friends and family members (who may have no higher education experience themselves) to help them navigate a myriad of college choices (Center for Community College Student Engagement [CCCSE], 2018; DeSt-Azavedo & Rosenbaum, 2009). It is perhaps not surprising, then, that community college students often express confusion and frustration with advising and registration, with many indicating later that they took courses they did not need or that would not transfer to their chosen major at a four-year destination college (Keller & Gupta, 2014; Schudde, Bradley, & Abover, 2010).

Community college students tend to self-advise, relying on the course catalog, the college website, and friends and family members to help them navigate a myriad of college choices.

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY
MAY 2020

Redesigning Community College Student Onboarding Through Guided Pathways

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

By Elizabeth Kaplan 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 advisor 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 at many community colleges, those that are undertaking whole-college guided pathways reforms (see Jenkins, Lohr, Park, & Gupta, 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

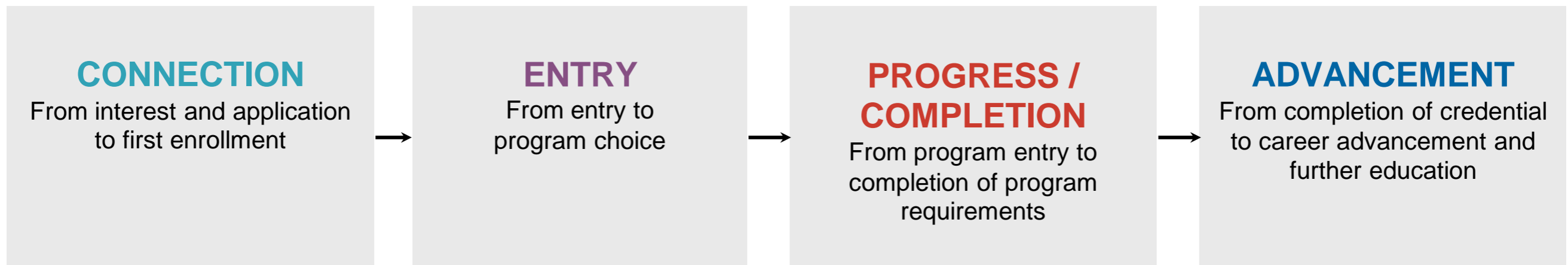
Orientation to fields of study

Required career and transfer advising and program planning

Engaging with programs from the start

Dual enrollment as an on-ramp to a program pathway

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?

Team Session #3: Discussion Questions

- What changes do you want to make to improve students' onboarding into their programs of study (early program exploration, educational planning, first-term course taking, and teaching in these courses)? What ideas do you have to scale practice to reach all students?
- How can we design the onboarding experience so that underrepresented students are more likely to learn about and enter programs leading to higher remuneration careers/fields?
- What is one thing that your team is going to do next because of this workshop? Who else at your college should be involved?
- What do you still have questions about?

Report out

Please share your team's response to one of these questions:

- What was the most surprising/interesting thing your team learned today?

OR

- What are you going to do next because of this workshop?

Thank you! and Resources

*Before you go, please complete the short survey.

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?](#)

Thank you!

 ccrc.tc.columbia.edu  CommunityCCRC  CommunityCCRC

 ccrc@columbia.edu

 212.678.3091