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HOUSE HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
COMMITTEE

MAY 30, 2017



# Student Success Center NETWORK

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14 states have Student Success Centers, which support community colleges' efforts to develop student-centered pathways and increase student completion rates

Serve more than half of U.S. community college students

- including two-thirds of students of color and more than half of low-income students

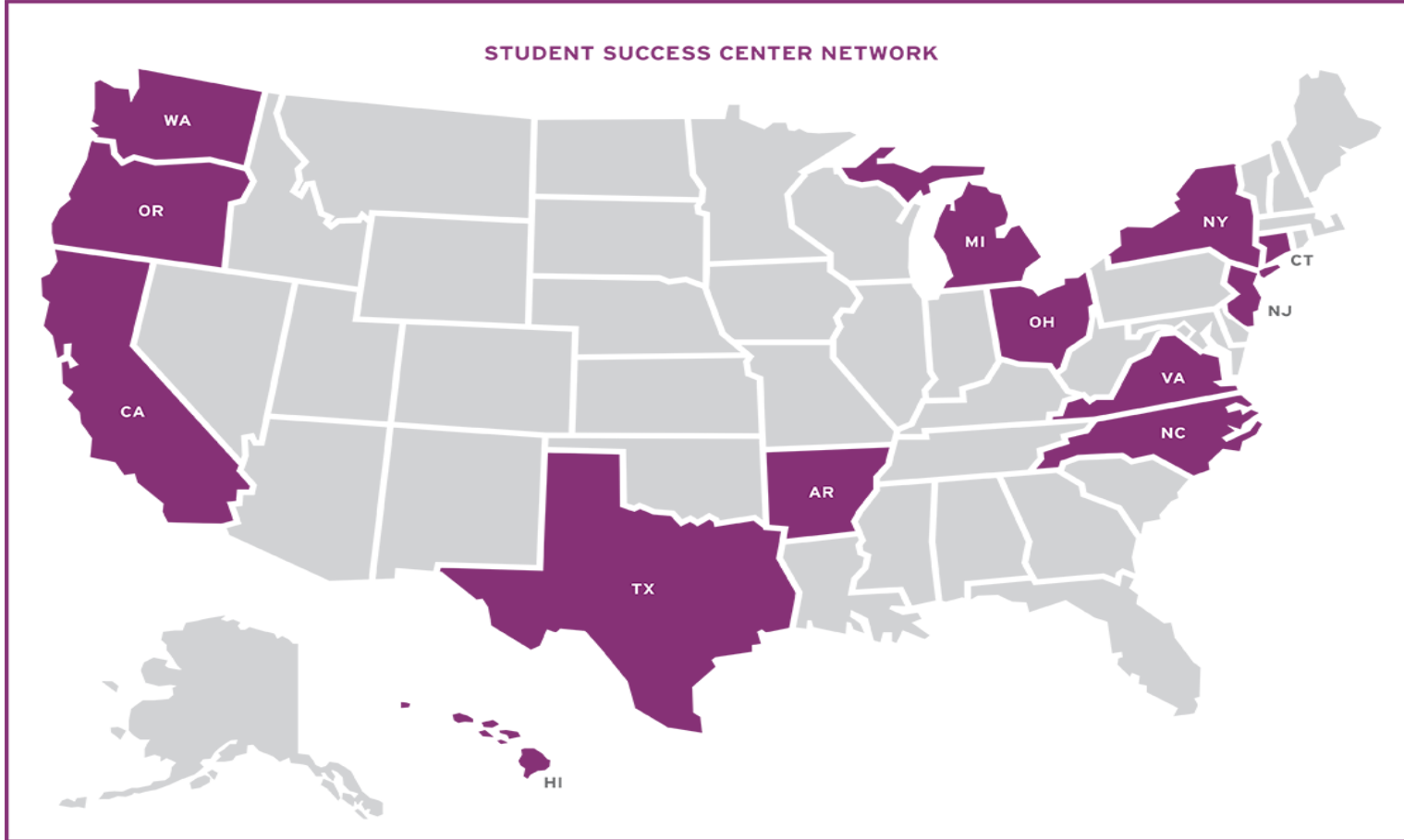
Provide opportunities for Centers to learn from one another's experiences

Share information about innovations at institutions nationwide

Jobs for the Future (JFF) manages the Network and provides support to Center staff



# Student Success Center NETWORK



# Why Student Success Centers?

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While small-scale efforts and individual initiatives may help small numbers of students, they are not enough to move the needle on completion. Truly improving outcomes requires large-scale institution-wide change.

- A Student Success Center creates a coherent, statewide framework for action

Through the Center's work, colleges across the state can learn from—and build on—outstanding work at their neighboring and peer institutions.

- access to shared resources
- opportunities to learn from one another
- support to scale effective practices statewide

The Center connects the dots between colleges across the state so they can collectively meet their state's completion goals.



MEMBER

Student Success Center  
NETWORK

# Who Centers Serve

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The 14 Student Success Centers serve 50 percent of U.S. public community colleges. These colleges enroll:

60 percent of U.S. community college students

68 percent of students of color at U.S. community colleges

56 percent of Pell Grant recipients at U.S. community colleges

In addition, 58 percent of U.S. associate degree recipients are in states with Centers.

Source: 2013–14 IPEDS data



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# What Centers Do

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Centers help colleges plan strategically and implement effectively. To support colleges and their students, Centers:

- Provide coherence
  - Create a statewide framework of action (eg. Guided Pathways)
  - Identify effective policies and practices and then provide support
- Convene
  - Develop economies of scale in training, professional development, and technical assistance
- Connect policy and practice
  - Represent the collective voice of practitioners in state-level policy discussions
- Improve data capacity
  - Improve data sharing among community colleges and with K–12 and four-year institutions
- Promote research and knowledge development
  - Support research projects with colleges
  - Provide access to additional resources through the Student Success Center Network



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Student Success Center  
NETWORK



Launched in August 2016

Funded by The Ford Family Foundation and the Oregon Community Foundation

- Three year grant

A hub for a statewide shift in focus from the many transactional initiatives to an overarching and transformational goal for all Oregon community colleges

The primary work of the Center: knitting together research, policies, and promising practices to increase understanding and interconnectedness, assisting colleges in the analysis and use of data, and providing leadership to create the vision for future student success work.



MEMBER



OSSC

OREGON STUDENT SUCCESS CENTER

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# Guided Pathways at LBCC

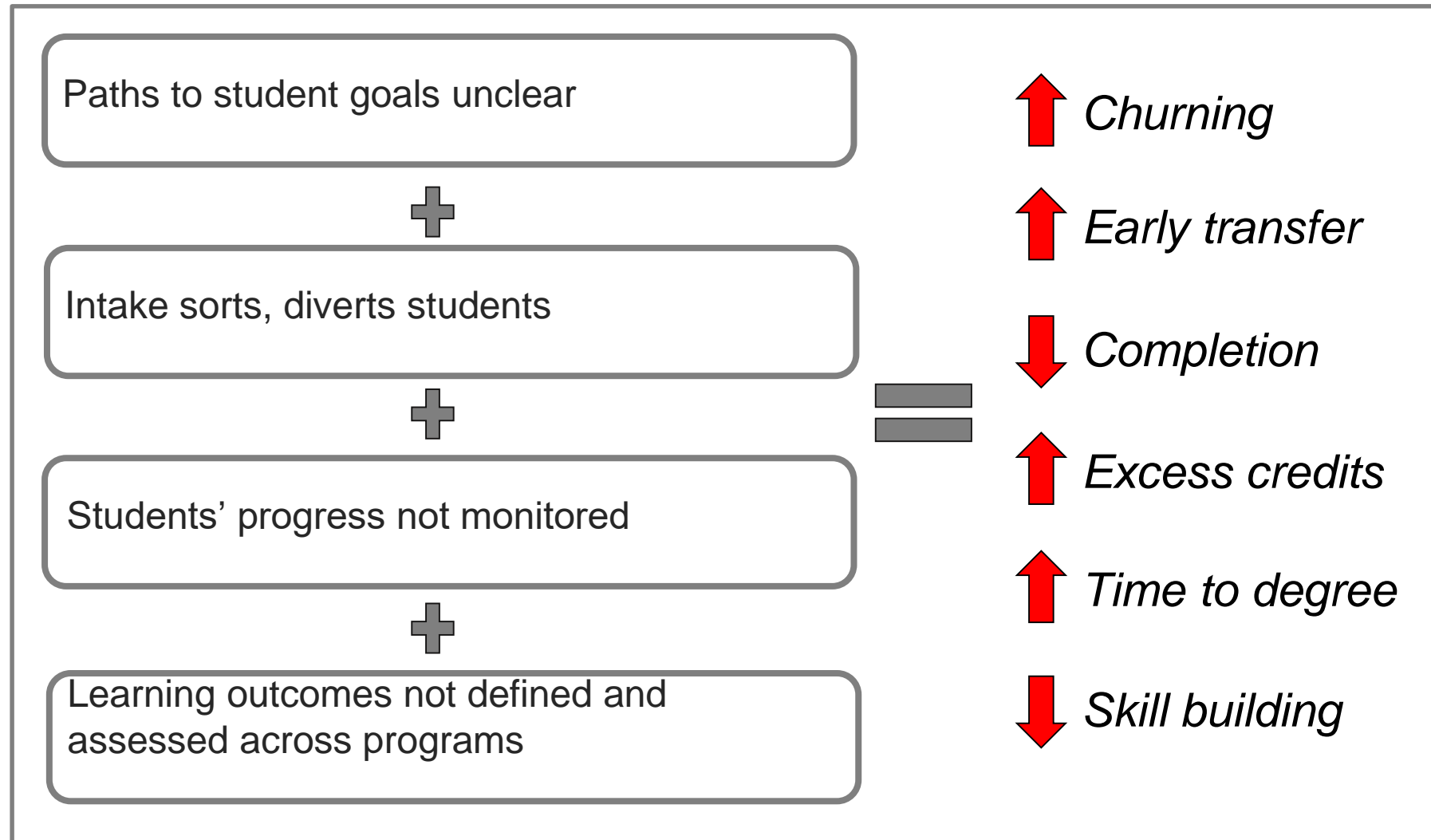
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PRESIDENT GREG HAMANN

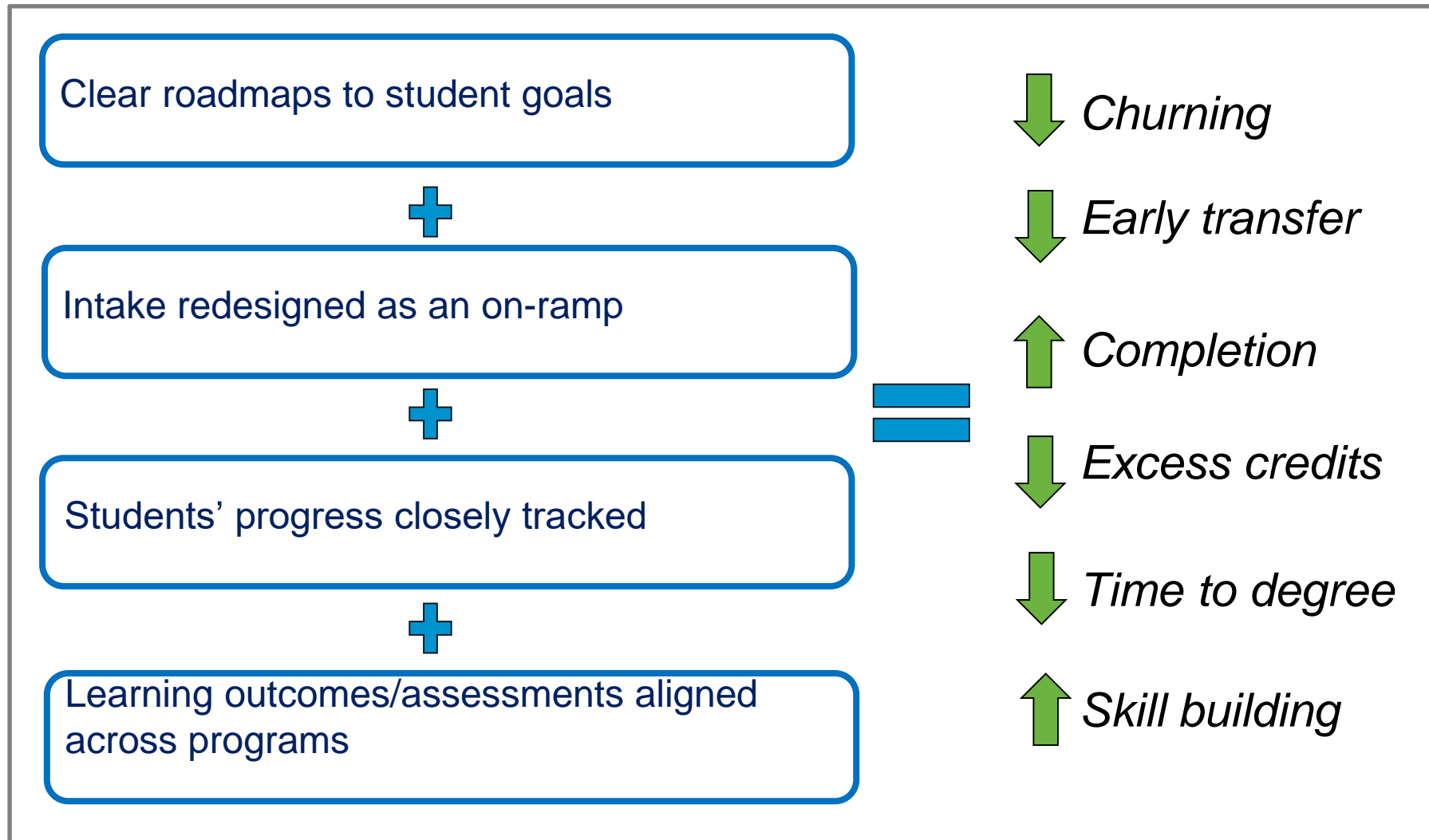
HOUSE HIGHER EDUCATION & WORKFORCE DEVELOPMENT COMM

MAY 30, 2017

# Cafeteria College



# Guided Pathways College



# GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

## **Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]**

**English Communication: 6 credits; 3 credits must be in a writing course**

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature**

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

**Language/Culture (FC): 6 credits**

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

**Letters(L): 6 credits**

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

**Mathematics(MQ): 3 credits satisfied by MTH 141**

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

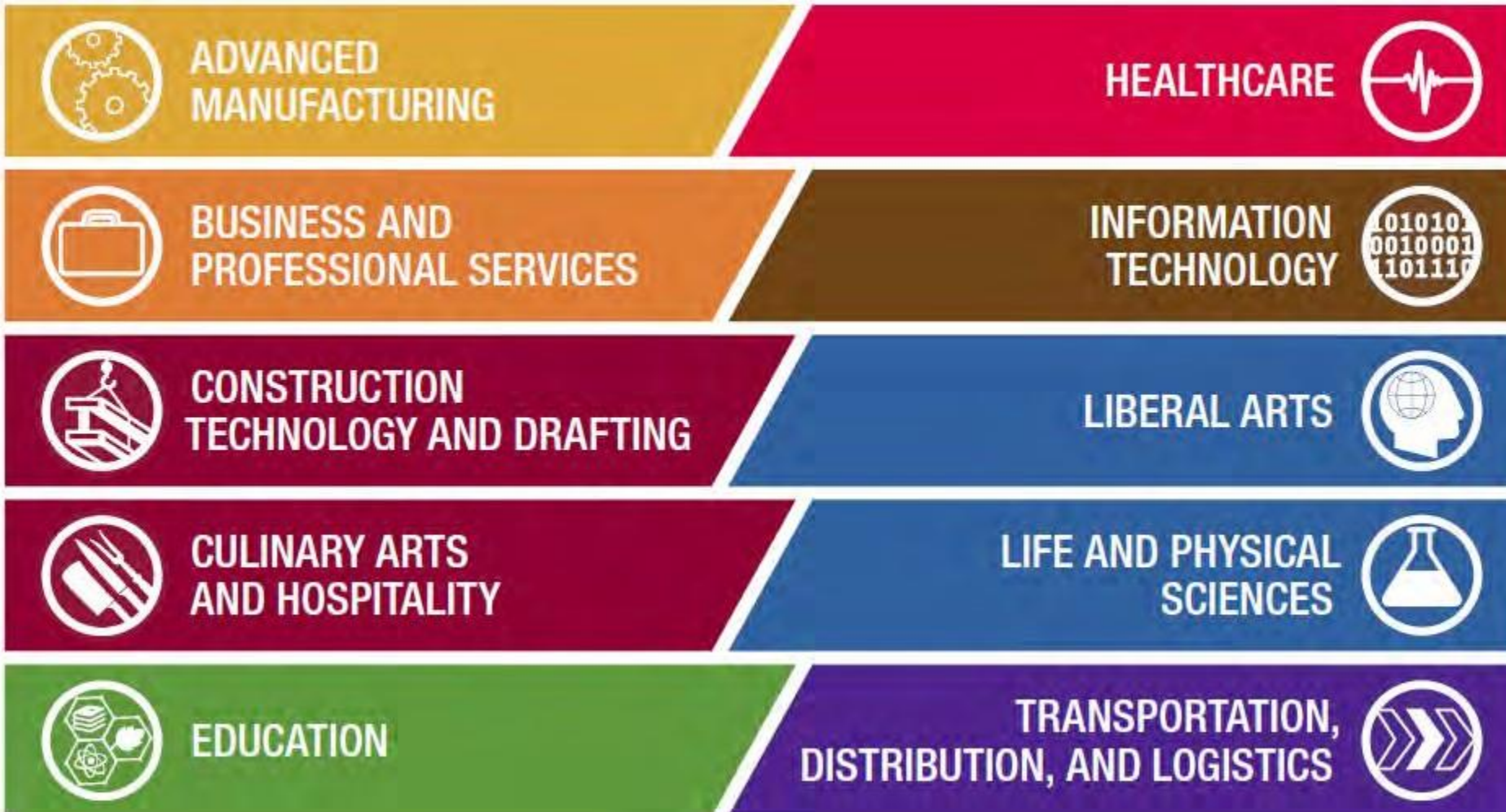
**Natural Sciences(N): 6 credits; satisfied by PHY**

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

**Social Sciences(S): 6 credits**

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

# City Colleges of Chicago Academic/Career Focus Areas



# Pathway maps in our just-released 2014 Academic Catalog provide default schedules



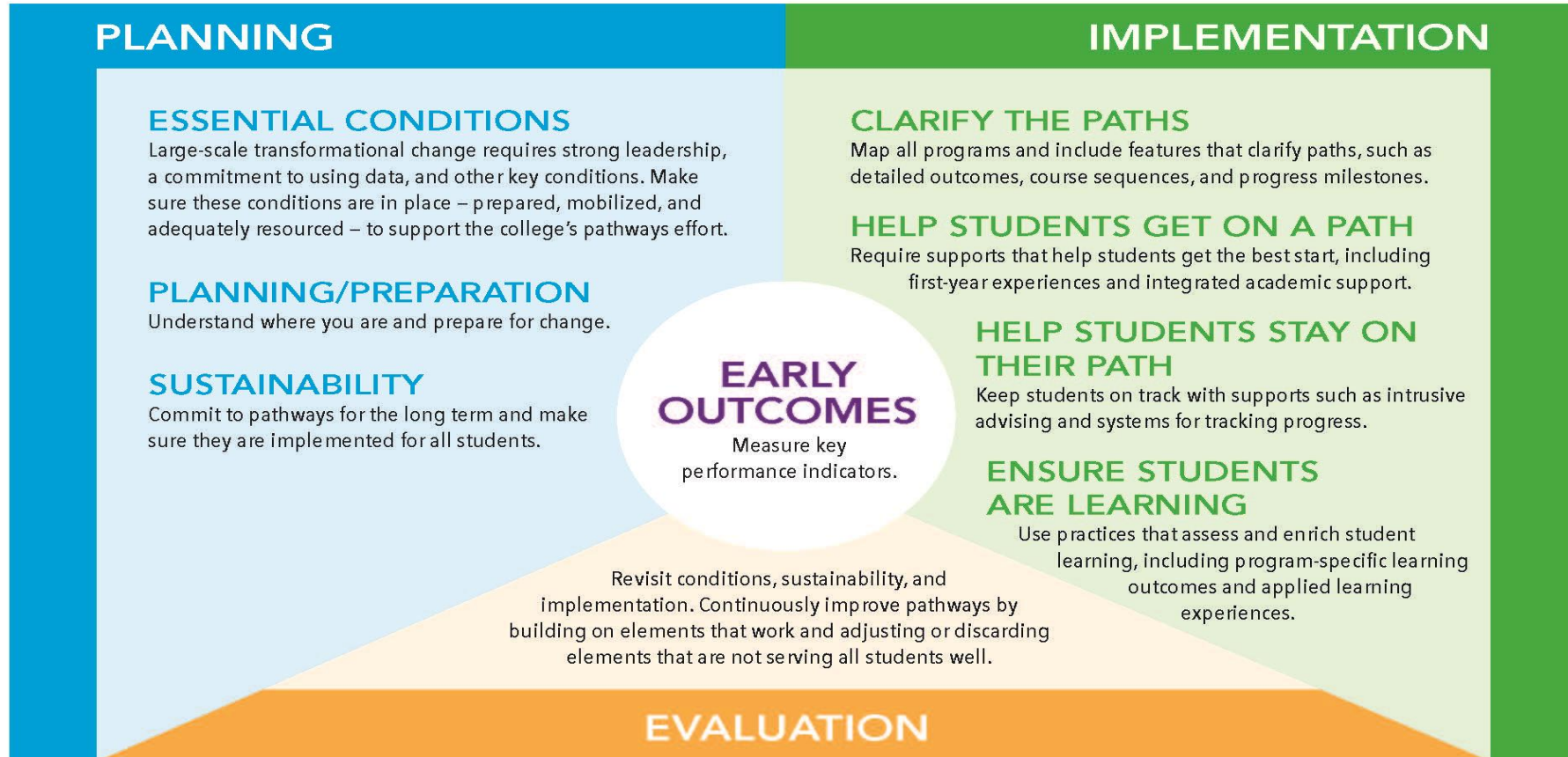
D	AC	BC	SEMESTER 2	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	●	*	Business 182 – Managerial Accounting (4)	Required Program Core	<b>COMPLETION</b> of Basic Certificate in Management/Marketing <b>DO THIS</b> – Meet with advisor to discuss Advanced Certificate, Associate of Applied Science, and four-year transfer options
●	●	●	Business 231 – Marketing (3)	Required Program Core**	
*	*	●	Business 236 – Advertising (3)	Program Elective	
*	*	●	Business 237 – Selling (3)	Program Elective	
●	*	●	Business 258 – Small Business (3)	Program Elective	
●	*	*	Computer Information Systems 123 – Introduction to Spreadsheets (3)	Program Elective	
<b>19 CREDIT HOURS</b>					
D	AC	BC	SEMESTER 3	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	●	●	Business 211 – Business Law I (3) <b>OR</b> Business 212 – Business Law II (3) <b>OR</b> Business 214 – Legal and Social Environment of Business (3)	Required Program Core	<b>COMPLETION</b> of Advanced Certificate in Management/Marketing <b>DO THIS</b> – Apply online for advanced certificate <b>DO THIS</b> – Meet with advisor to confirm courses for completion of Associate of Applied Science degree
●	●	*	Business 241 – Introduction to Finance (3)	Required Program Core	
●	●	●	Business 269 – Principles of Management (3)	Required Program Core**	
●	●	*	Program Elective (3)	Program Elective	
●	*	*	Program Elective (3)	Program Elective	
●	*	*	Speech 101 – Fundamentals of Speech Communication (3)	Required Program Core*	
<b>18 CREDIT HOURS</b>					

Focus Area: Business & Professional Services



# Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.



The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

# Questions?

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