Guided Pathways

LCCC Board of Trustees

December 6, 2017

AACC Pathways 2.0

Why Guided Pathways?

College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.

Source: CCRC (2015). *What We Know About Guided Pathways*

4 Pillars of AACC's Guided Pathways

1. Clarify the Path (Academic Program Structure)
2. Help Students Get on a Path (New Student Intake)
3. Help Students Stay on Their Path (Progress Monitoring and Support)
4. Ensure Students are Learning (Instruction)

Clarify the Paths

- Programs are fully mapped out and aligned with further education and careers.
- Critical courses and other milestones are clearly identified on program maps.
- Students are given predictable course schedules necessary to progress and complete on time.
- Dual and Concurrent Enrollment offerings are designed to prepare students to enter and advance in specific programs in particular fields.

Help Students Get on a Path

- Career exploration is provided from the start.
- Undecided students are required to choose an exploratory major to help them choose specific programs.
- Every student is required to have an individualized academic plan based on program maps.
- Multiple measures are used to assess student readiness for college-level work.

Help Students Stay on Their Path

- Student progress on their academic plans is closely monitored, with frequent feedback and support.
- Students can easily see how far they have progressed and what they need to do to complete their program.
- Early warning systems identify students at risk of failing critical courses and initiate timely interventions.
- Advisors work closely with program faculty, with a clear division of labor, for monitoring student progress and providing necessary support.

Ensure Students Are Learning

- Course competencies are specified and aligned to program competencies.
- Program competencies are specified and aligned with requirements for further education and employment.
- Faculty are trained and supported to assess student learning on competencies and use results to improve instruction.
- Basic skills/developmental education is integrated into college-level gatekeeper courses.

LCCC Strategic Plan 2013-2020

GOAL 1: Completion Agenda for the 21st Century

- Mandatory Orientation
- New Advising Model
- COLS 1000 Course
- Developmental English Redesign
- Math Pathways
- New Student Placement
- Curriculum rEvolution
- Need-based Financial Aid
- LCCC Progress Grant
- Competency-Based General Education

GOAL 2: Connections that Improve Student Transitions

- Program Articulation Agreements
- Gen Ed Articulation with UW
- NACEP Accreditation
- ACC Environmental Scanning
- Expanded Dual Enrollment in LCSD#2 and ACSD#1

GOAL 3: Organizational Culture to Thrive in the Future

- New Employee Orientation
- New Faculty Academy (CET)
- Employee Recruitment and Onboarding
- Academic Program Review Process
- Board's Governance Model
- Policy and Procedure Work

GOAL 4: A Physically Transformed College

- Pathfinder Building
- Flex-Tech Building
- Exterior Wayfinding
- Campus Gateways
- Campus Lighting

LCCC Strategic Plan 2013-2020

Pathways Work Thus Far

Clarify the Paths

- Developmental English Redesign
- Math Pathways
- Curriculum rEvolution
- Program Articulation Agreements
- Gen Ed Articulation with UW
- NACEP Accreditation
- Expanded Dual Enrollment in LCSD#2 and ACSD#1

Help Students Get on a Path

- New Student Placement
- Mandatory Orientation
- COLS 1000 Course
- New Advising Model

Help Students Stay on a Path

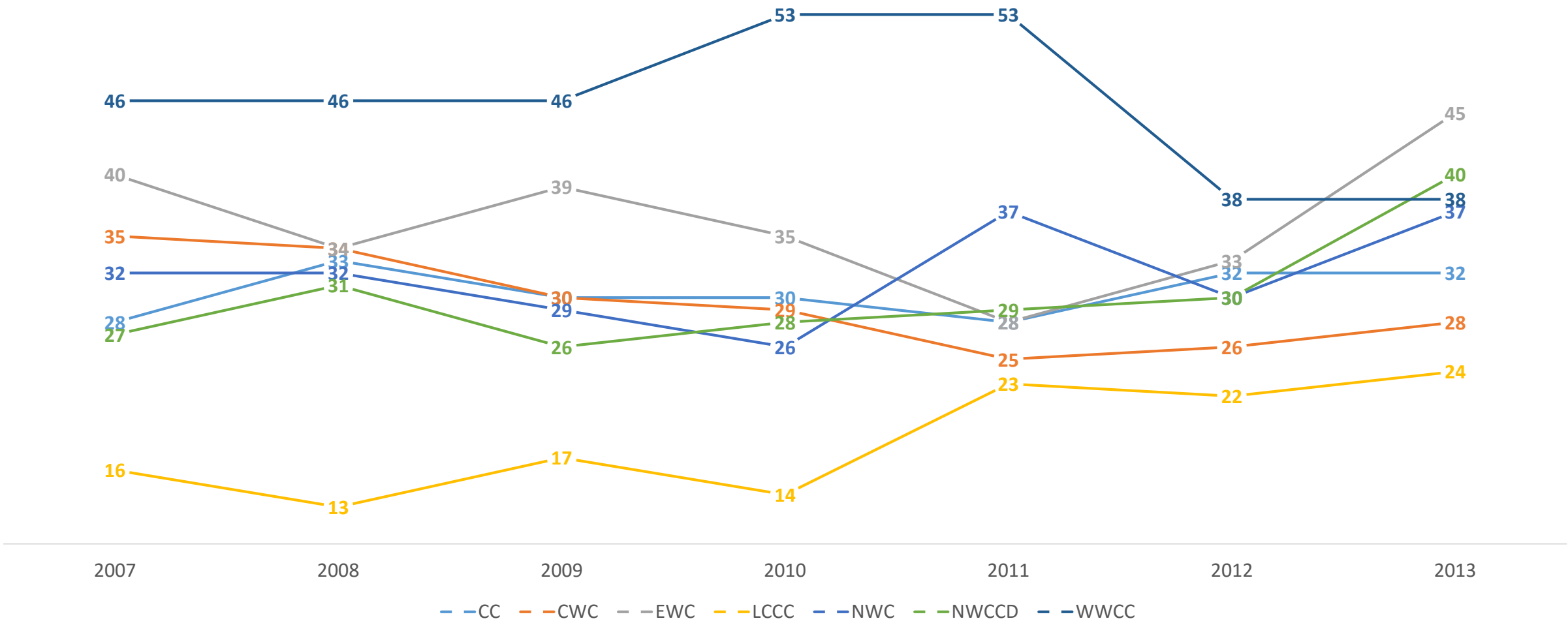
- New Advising Model
- Need-based Financial Aid
- LCCC Progress Grant

Ensure Students Are Learning

- New Faculty Academy (CET)
- Academic Program Review Process
- Annual Assessment Planning
- Competency-Based General Education

IPEDS GRADUATION RATES

FIRST-TIME, FULL-TIME STUDENTS IN 150% OF TIME



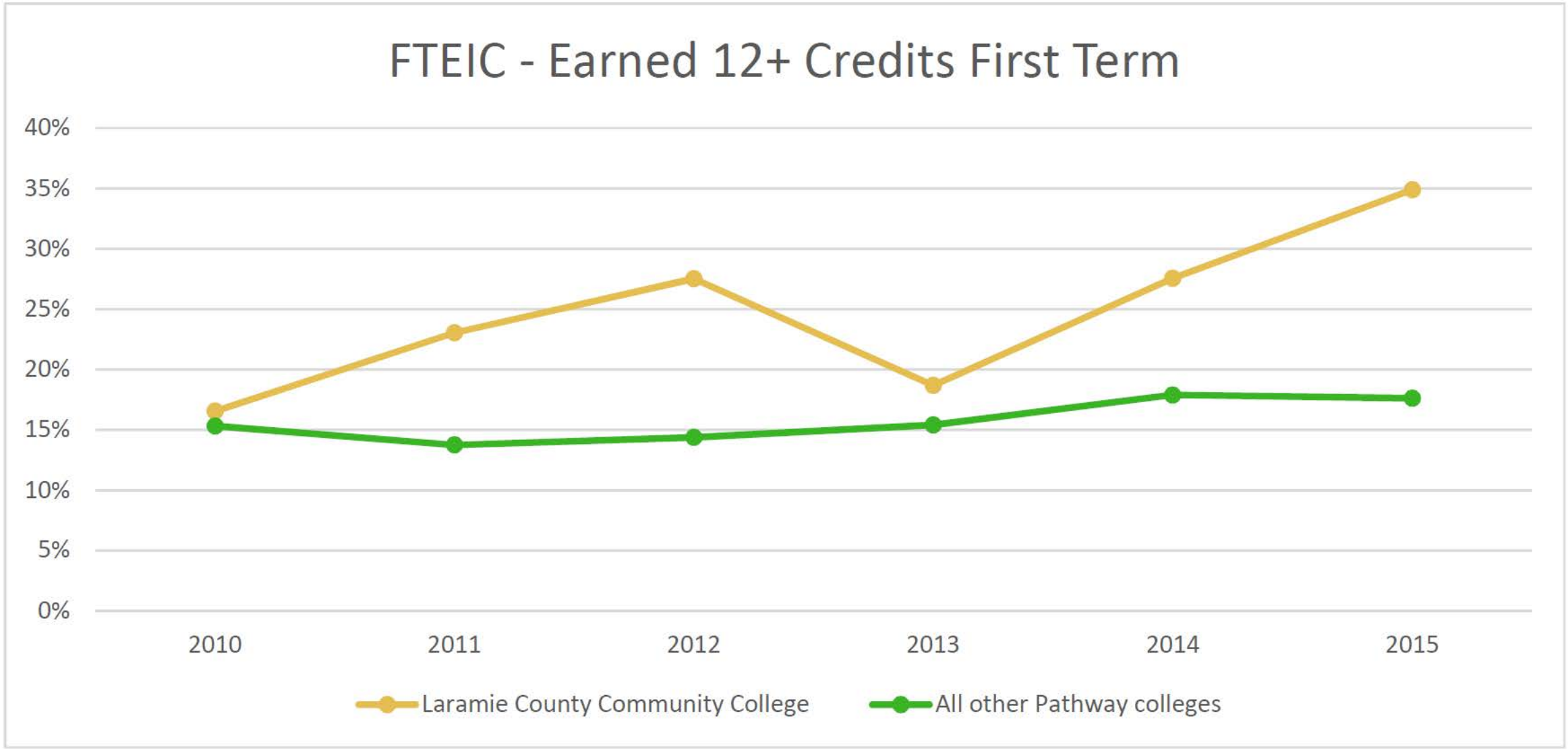
Laramie County Community College

Source: NCES IPEDS Data System

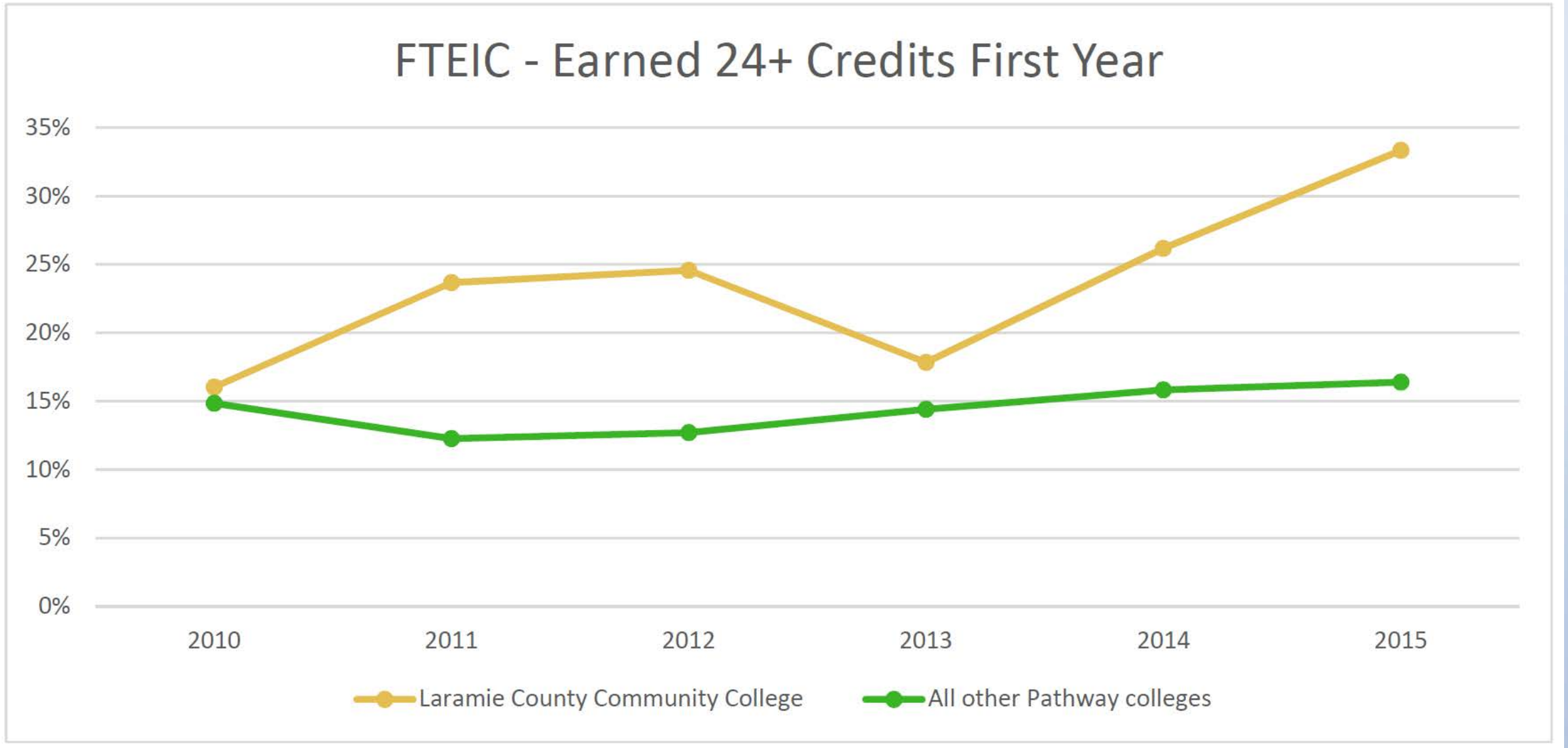
Assessing Student Progress

1. Credit Momentum KPIs:
   a) Earned 6+ /12+ college credits in 1st term
   b) Earned 15+ / 24+ / 30+ college credits in year 1
2. Gateway Math and English Completion KPIs:
   a) Completed college math in year 1
   b) Completed college English in year 1
   c) Completed both college math and English in year 1
3. Persistence KPIs:
   a) Persisted from term 1 to term 2
   b) College course completion KPI

FTEIC - Earned 12+ Credits First Term



Source: AACC Voluntary System of Accountability



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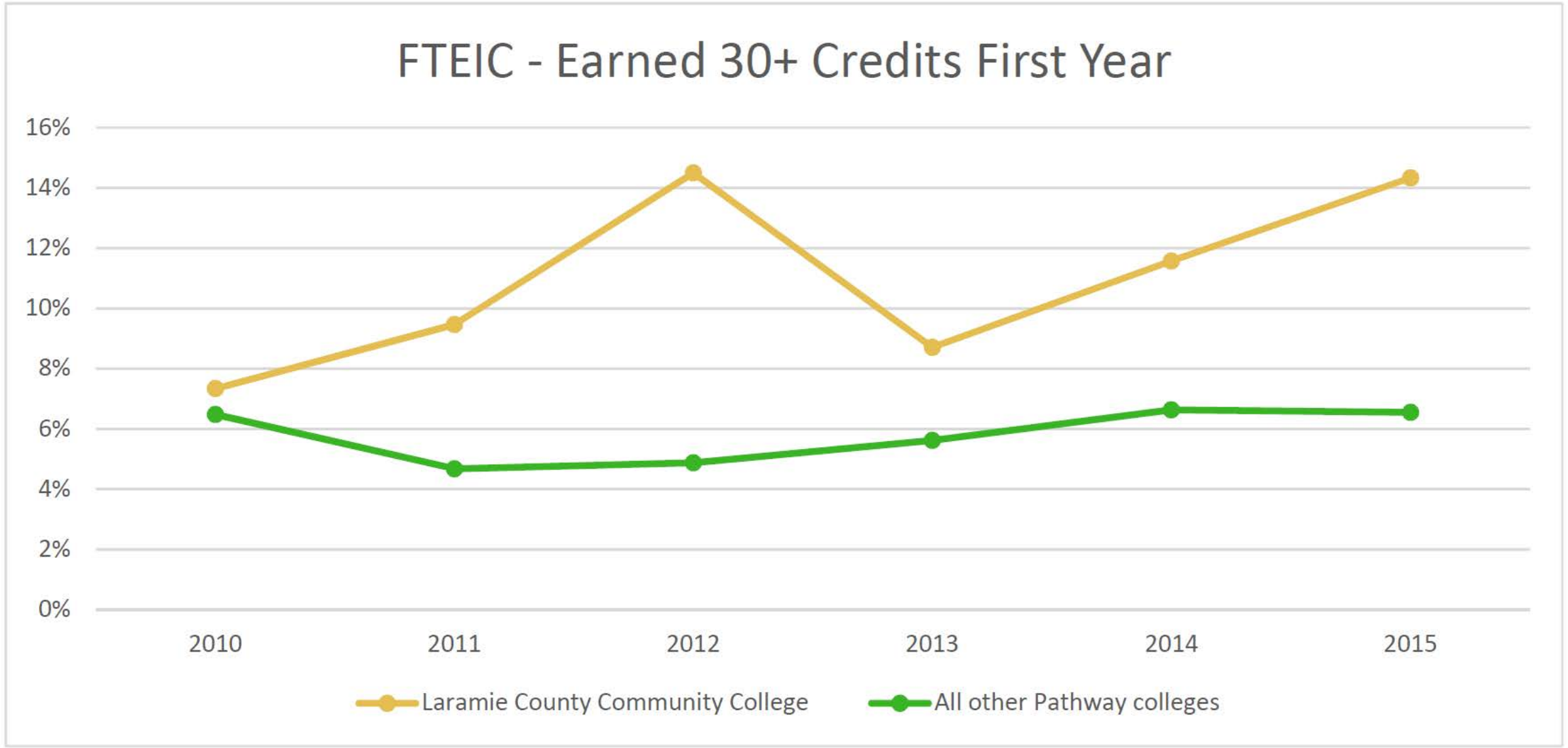

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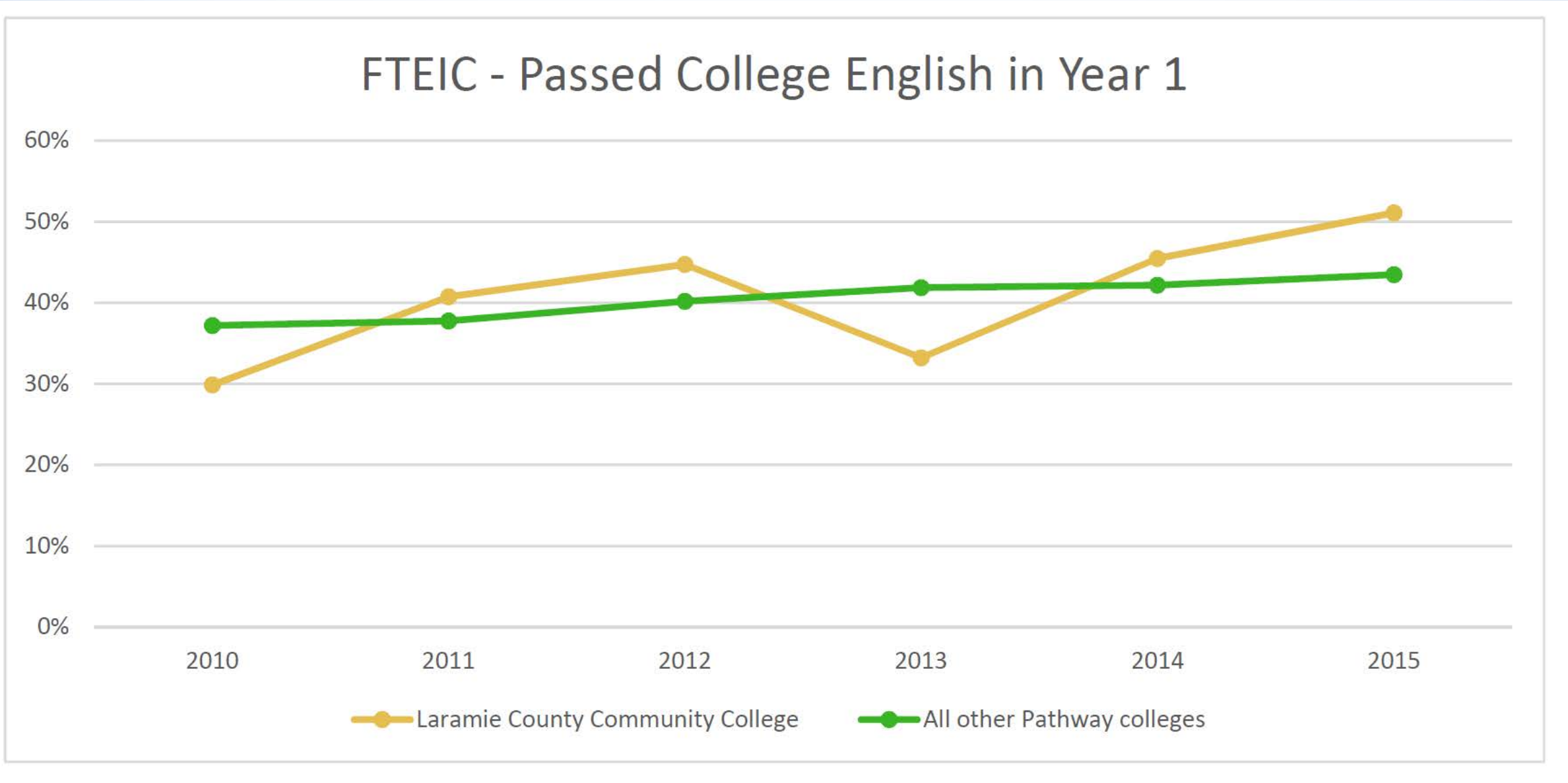
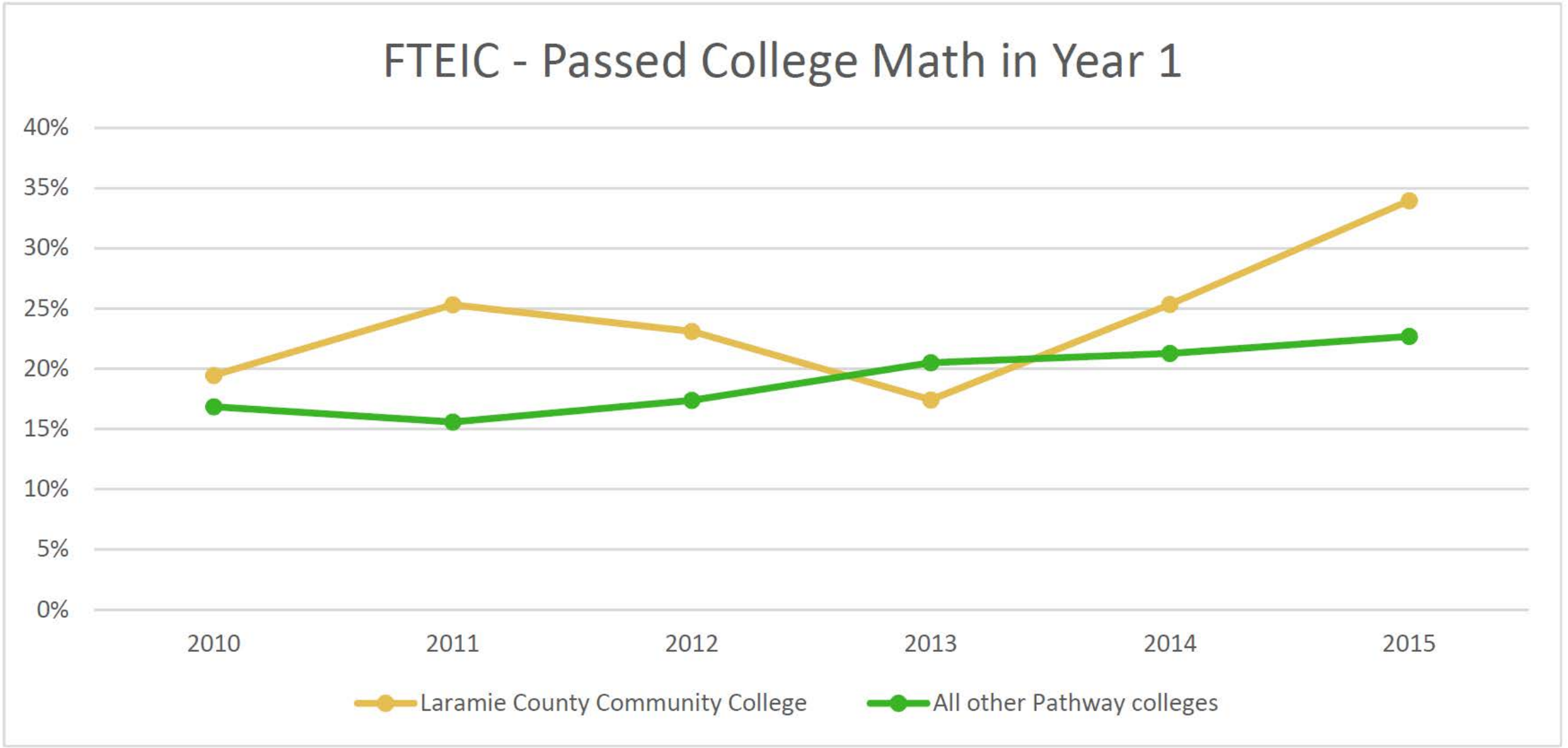


Source: AACC Voluntary System of Accountability

FTEIC - Passed College Math in Year 1



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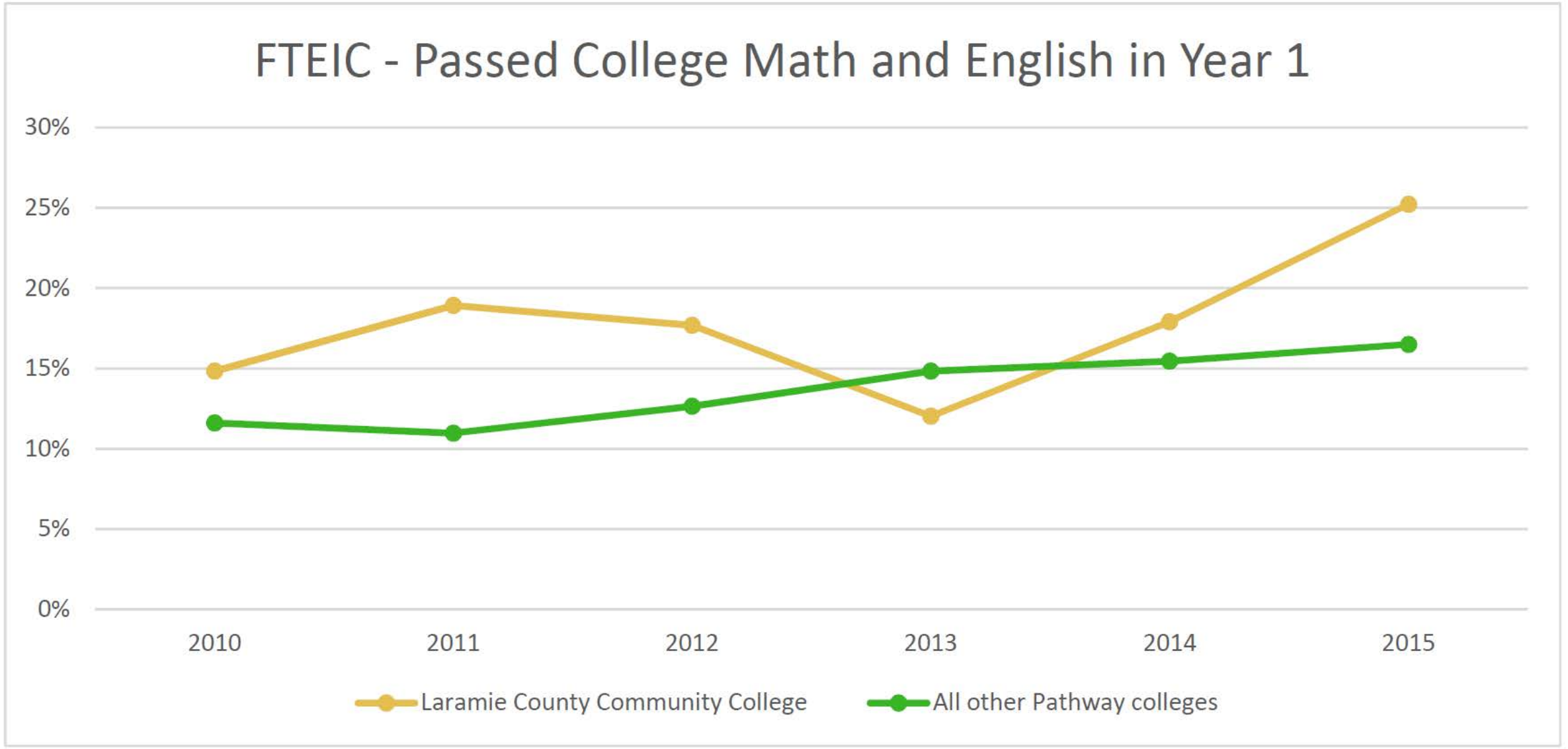

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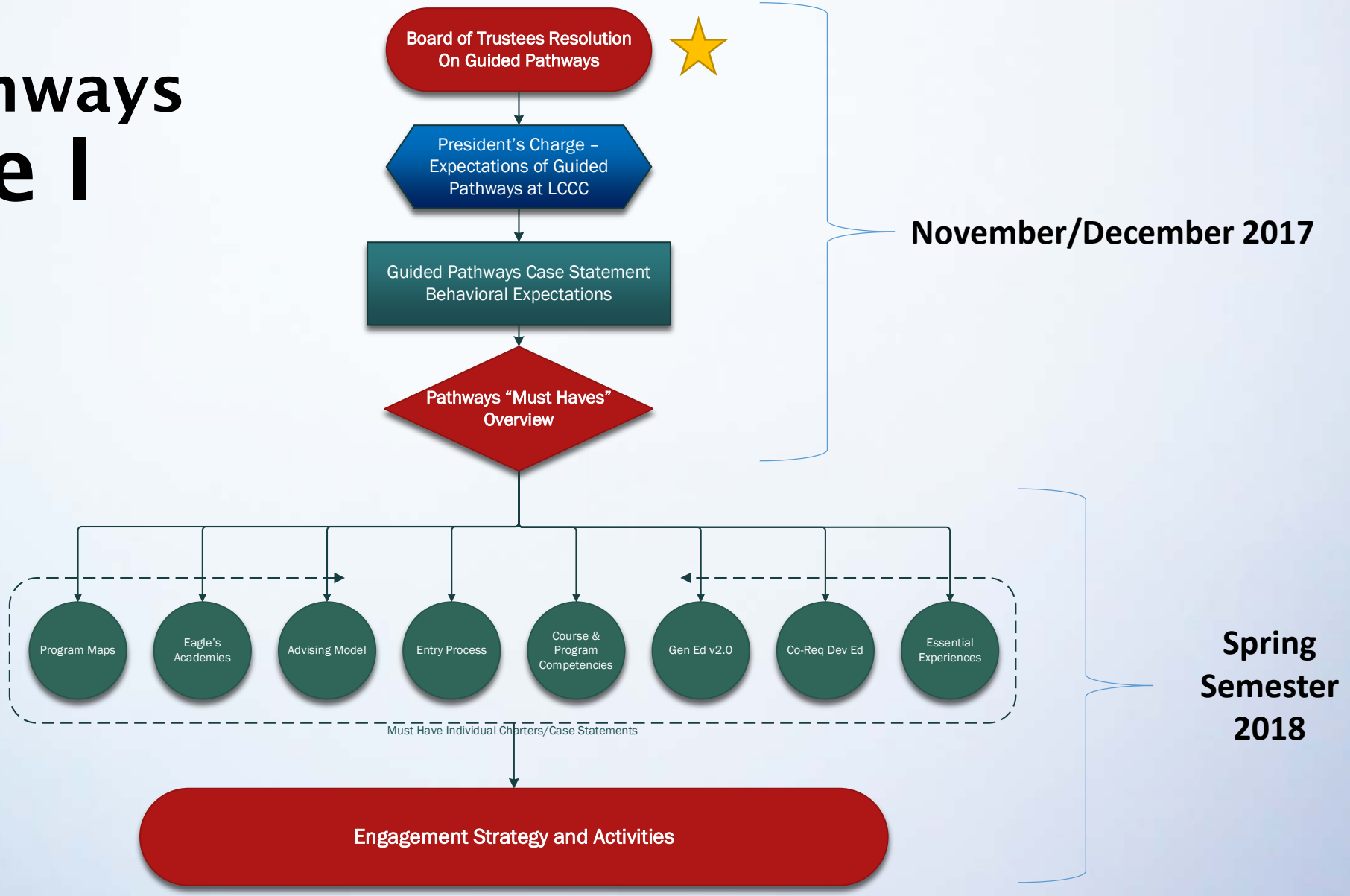
LCCC Pathways
Phase I