Student Success Pathway

Imperative: Increase the number and percentage of students who complete their educational goals

**HS INTERVENTIONS, EARLY INTAKE, & ADMISSIONS**
1. Promote the college readiness of all HS graduates—college readiness assessment and advising in the HS; summer bridges and boot camps
2. Provide early opportunities for college success—concurrent enrollment, early college, and college-level success course in HS
3. Align and connect curricula with K-12 partners—Align HS, DE, and college level curricula; common assessments; shared HS/college data and resources
4. Support adult and returning students—alternative admissions pathways, adult learner preparation, incumbent worker outreach

**DEVELOPMENTAL EDUCATION**
5. Mandate a success course in the first term
6. Contextualize basic skills and programs of study
7. Define and assess entry-level student competencies and learning outcomes

**GATEWAY COURSES**
8. Accelerate DE routes into programs of study—integrated, fast track/flex courses,emporiums,open entry,open exit,late starting classes, mandatory continuous DE enrollment
9. Provide cohort experiences in the first term—learning communities, paired and co-requisite courses
10. Mandate a success course in first term
11. Define and assess entry-level student competencies and learning outcomes

**PROGRAM OF STUDY**
12. Mainstream more DE students into gateway courses with co-requisite supports for all
13. Promote the completion of gateway courses within a program of study—alternative math curriculum pathways, align DE and gateway
14. Provide more engagement and social integration with less lecture
15. Define and assess student competencies and learning outcomes
16. Consolidate program offerings into select “program streams”—Focus in high-demand areas (STEM, Health), each with a limited set of clearly specified programs leading to credentials

**ADVISING, SUPPORT, AND ENGAGEMENT**
17. Make front door engagement inescapable—Incorporate multiple measures for assessment and placement—pre-matriculation college testing programs including diagnostics, intervention, advising, and testing; mandatory orientation; mandatory advising; mandatory integrated tutoring/supplemental instruction; abolish late registration; provide non-academic help
18. Design clear academic pathways including a required education plan and enrollment in a program of study—case management and intrusive advising; academic planning and career development integrated into a success course
19. Student and learning analytics—make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
20. Provide faculty and staff professional development targeted to specific sections of the student experience—Student Services and Academic Affairs collaboration
21. Integrate instructional and support services across programs of study—faculty advisors for program concentrators, faculty and student services collaboration in shared responsibility for completion

**MEASURES OF SUCCESS**
1. Time between when students first enroll and when they enter a program of study (complete 9 credits in a program)
   - Secondary Measure: Percentage of students entering a program of study
2. Completion rates for students who enter a program of study
   - Secondary Measure: Time to completion after entering a program of study
3. Percentage of students who complete a program of study (including certificates) prior to transfer or employment

**COMPLETION**
1. Connect curricula with 4-year and industry partners—Expected Student competency are communicated and incorporated into program outcomes. Articulation agreements with 4-year schools are prevalent and commonly used.
2. Remove barriers to graduation—fees and forms
3. Transfer with credentials incentives
4. Connect regularly with alumni to gather suggestions for improvement—student surveys, post-graduation interactions

**ALUMNI EMPLOYMENT & TRANSFER**
5. Consolidate program offerings into select “program streams”—Focus in high-demand areas (STEM, Health), each with a limited set of clearly specified programs leading to credentials
6. Expected Student outcomes: Transfer with credentials available.
7. Make front door engagement inescapable—Incorporate multiple measures for assessment and placement—pre-matriculation college testing programs including diagnostics, intervention, advising, and testing; mandatory orientation; mandatory advising; mandatory integrated tutoring/supplemental instruction; abolish late registration; provide non-academic help
8. Design clear academic pathways including a required education plan and enrollment in a program of study—case management and intrusive advising; academic planning and career development integrated into a success course
9. Student and learning analytics—make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
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**GATEWAY COURSES**

**PROGRAM OF STUDY**

**ADVISING, SUPPORT, AND ENGAGEMENT**

**MEASURES OF SUCCESS**

**COMPLETION**

**ALUMNI EMPLOYMENT & TRANSFER**
This model is the integration of various national best practices and models. The two most prominent are (1) The American Association of Community Colleges’ Developmental Education Committee’s Student Success Pathway – Design Principles (DRAFT) and (2) the Completion by Design Principles. For more information on the development and origins of the model please contact Institutional Effectiveness at Salt Lake Community College.

Other referenced works include:


The Twenty-six Pathway Principles

A: HIGH SCHOOL (HS) INTERVENTION, EARLY INTAKE, AND ADMISSIONS

1. **A1: Promote the college readiness of all HS graduates.** Colleges have a role in promoting college readiness. This can be done through assessments and advising in local high schools or through programs such as summer bridges and boot camps.

2. **A2: Provide early opportunities for college success.** The sooner students start the more quickly they finish. Providing meaningful opportunities to earn college credit accelerates the student pathway and provides early success that can carry through more difficult courses. Colleges should offer targeted concurrent enrollments, early college, or a college success course to local high schools.

3. **A3: Align and connect curricula with K-12 partners.** Colleges must align and connect the curricula between K-12 and colleges to better communicate to students and teachers the knowledge and skills that students need to be ready for college-level coursework. Effective cooperation through use of common assessments and shared data to identify specific deficiencies will improve student preparation and college and high school relations.

4. **A4: Support adult and returning students.** Colleges need to target 24-65 year olds to return to the community college to up-skill or finish their degrees. Colleges recognize these students vary greatly from the traditional straight-from-high-school student. These returning students have families to support and have been absent from college for at least two years. Consider strategies such as alternative admissions, accelerated return learner re-entry preparation, and incumbent worker outreach.

B: DEVELOPMENTAL EDUCATION

5. **B1: Accelerate developmental education (DE) routes into programs of study.** The time to complete developmental education needs to be shortened. Colleges should explore innovative approaches to assist students get the necessary college-level skills in a reduced time. Such programs as integrated, fast track or flex courses, emporiums, open entry-open exit, late starting classes, or mandatory continuous DE enrollment should be considered.

6. **B2: Provide cohort experiences in the first term.** Cohorts provide support and community to struggling students. Learning communities or paired and co-requisite courses can provide helpful assistance.

7. **B3: Contextualize basic skills and programs of study.** Developmental education taught in context of the student’s selected program of study can provide direction and purpose for the student to accelerate the completion of developmental education courses.

8. **B4: Mandate a success course in first term.** College-level instruction includes teaching students how to navigate college and post-college life. Such courses must be integral the college’s “curriculum of student affairs.”

9. **B5: Define and assess entry-level student competencies and learning outcomes.** Clearly defining entry-level competencies for college-level coursework, academic programs facilitate coordination with K-12 schools (See A3) and allow students to move beyond developmental education as soon as the competencies are mastered regardless of seat time.

C: GATEWAY COURSES

10. **C1: Mainstream more DE students into gateway courses with co-requisite supports for all.** Students who test near competency may be given opportunities to progress directly to targeted gateway courses with co-requisite support.

11. **C2: Promote the completion of gateway courses within a program of study.** Gateway courses should be integrated into program of study pathways and aligned with the DE and programs of study curriculum.

12. **C3: Provide more engagement and social integration with less lecture.** Promote and use innovative instruction models to enhance educational quality and student learning.
13. **D1: Define and assess student competencies and learning outcomes within and across programs.** Identifying learning outcomes at each step along a program of study clarifies for students the skills they need and why they need them. It also assists in program restructuring efforts by clarifying key objectives for student learning throughout a course sequence. Where reasonable, programs should explore becoming “modular” to advance student learning.

14. **D2: Prior learning assessment / competency-based progression.** Offering credit for pertinent work-related experience and progressing in a competency-based manner enhances the educational experience and can accelerate the time to completion.

15. **D3: Innovative programs to incent optimal attendance.** College must design and offer programs which incentivize optimal attendance. This could be ways to incentivize “high intensity” enrollment (e.g., full-time credit loads) or continuous enrollment (e.g., the student does not “stop” for summer or other “breaks.”

16. **D4: Use high-impact practices in instruction.** Effective use of educational practices that research has demonstrated have a significant impact on student success.

17. **D5: Consolidate program offerings into select “program streams.”** Research suggests that student success would improve if colleges offered a set of tightly structured program options whose requirements and expected outcomes are clearly defined. Simplify the student decision by consolidating programs into general categories with a limited set of clearly specified programs leading to credentials.

18. **E1: Connect Curricula with 4-year and industry partners.** Programs should have systematic and effective procedures for understanding the knowledge and skills that students need to be successful after they leave the college. A “common academic language and expectations” should exist among community colleges and their 4-year partners.

19. **E2: Remove barriers to graduation.** Reduce and eliminate unnecessary barriers to graduation. The awarding of a credential should be as “automatic” as possible after students complete the necessary academic requirements.

20. **E3: Transfer with credentials incentives.** Many community college student transfer prior to completing or applying for a credential. Should these student be unable to complete at a transfer institution the student leaves without a credential. Community colleges should incentivize completion of an award prior to transfer.

21. **E4: Connect regularly with alumni to gather suggestions for improvement.** Effective alumni collaboration will enhance curriculum, student success, and college effectiveness. Colleges should have established and effective means of evaluation from prior students.

22. **F1: Make front door engagement inescapable / incorporate multiple measures for assessment and placement.** Navigating a community college can be intimidating. Procedures should assure that students are engaged through the process and receive the appropriate level of support through the application, placement, and beginning course phases (e.g., pre-matriculation college testing programs including diagnostics, intervention, advising, and testing; mandatory orientation; mandatory advising; mandatory integrated tutoring/supplemental instruction; abolish late registration; provide non-academic help)

23. **F2: Design clear academic pathways including a required education plan and enrollment in a program of study (see D5).** Students receive case management and intrusive advising: academic planning and career development integrated into a success course (see B4).

24. **F3: Student and learning analytics.** Use data analytics to better assess student success along the pathway and develop appropriate programmatic responses to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available.

25. **F4: Provide faculty and staff professional development targeted to specific sections of the student experience.** Provide the appropriate progression development to enable faculty to engage in instructional change processes, enhance collaboration with student services, and implement new instructional models.

26. **F5: Integrate instructional and support services across programs of study.** Traditional administrative divides between academics and student services has hampered student success. Student services play an important role in instruction (the curriculum of student affairs) and faculty play important roles in counseling, orientation, assessment, placement, advising, registration, student activities, and many other support services. Colleges should explore faculty advisors for program concentrators, and ways that faculty and student services collaborate in shared responsibility for completion.