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COMMUNITY COLLEGE DISTRICT NO. 508  
NOVEMBER 7, 2013**



# **Reinvention<sup>7</sup> Update to the Board of Trustees**

Thursday November 7, 2013



# Quick Review: Why Reinvention<sup>7</sup> is developing structured, relevant pathways to guide students to success

***Problem:** In Spring 2013, 3,240 CCC students had accumulated 60+ credit-hours. Of these, the average accumulation was 76 credit-hours, not including classes enrolled in Spring 2013.*



“Students are taking too much time, taking too many credits, spending too much money, [and] not graduating”



“Unstructured complexity...is the most daunting for disadvantaged students – particularly first-generation college students – who may have limited access to college networks.”

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## City Colleges’ Student GPS initiative is focused on addressing these issues

**Establish semester-by-semester pathways – from enrollment to completion – reflecting cumulative learning outcomes.**

1. Clarity of structure will smooth the path towards graduation.
2. Relevance of academic programming will make for successful alumni.
3. **Work on pathways** must be led by those who know students best – advisors, faculty and students themselves.

# Newly released advising tools have helped to structure the advising conversation around planning, goal-setting and pathways

## MAKE AN INFORMED CHOICE

- 1. Choose a focus area:** Choose from ten broad categories of CCC offerings (e.g., Healthcare, Liberal Arts) – consult with an advisor
- 2. Get on a pathway:** Learn about common first-year courses in a focus area, career options and degree and certificate plans available

## COMMIT TO COMPLETE

- 3. Plan using a semester map:** chart your CCC map using a sample course sequence in a given pathway
- 4. Complete an education plan:** Individualize the example plan to chart your own journey at CCC

## Handouts

**1. What are your career and life goals?**  
A degree or certificate from CCC is your ticket to a rewarding career – either right after graduation, or after a successful transfer to a four-year university. We have the resources to get you there, but you have to make some choices about your path.

**2. FOCUS AREA OVERVIEW**  
In the late 19<sup>th</sup> century, cities of the Rocky Express became famous for delivering mail from Missouri to California in ten days – an unbelievable feat at the time. Today, businesses and the industry of Transportation, Distribution, and Logistics has become a necessity, and students are needed to manage the movement of products, parts and repair vehicles, and coordinate warehouse and distribution centers. Many of these functions interest you, you should seriously consider a career in Transportation, Distribution, and Logistics.

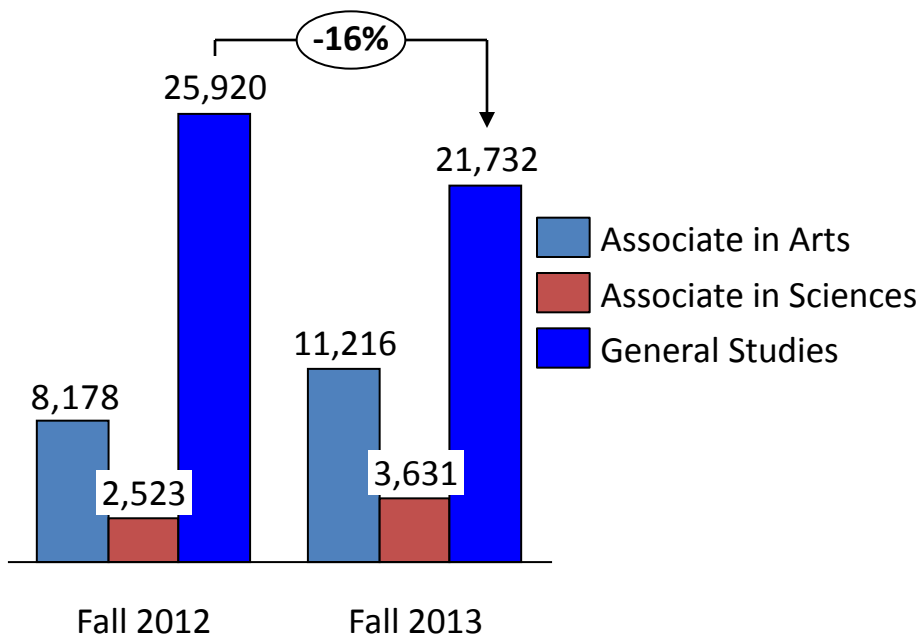
**3. Focus Area: Transportation, Distribution, and Logistics Pathway: Pre-Aviation Transfer (AS)**  
This is an EXAMPLE course sequence for students interested in pursuing a Bachelor's contract, nor does it guarantee course availability. If this pathway is followed as outlined, one course will satisfy the Human Diversity (HD) requirement, and is listed as may be substituted within the indicated categories (except Communications courses).

**4. Education Plan**  
This document provides a sample education plan for students pursuing a Bachelor's degree in Aviation. The plan is designed to be completed in consultation with your advisor. It is not intended to be a final plan, but rather a starting point for discussion.

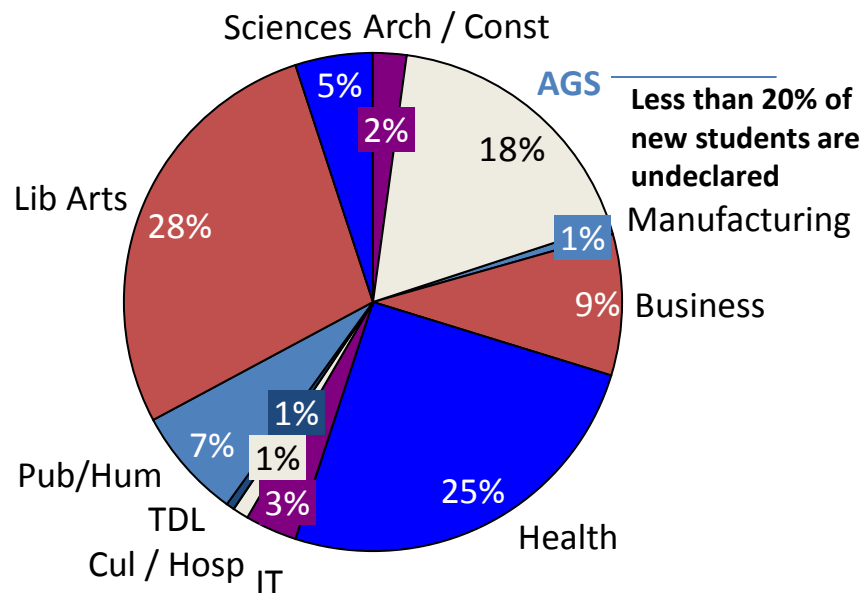
# In addition to improving the quality of conversations around educational plans and pathways, we are also increasing the quantity

Efforts in Fall 2013 to have more conversations about, and opportunities for, students to explore and set goals has borne results in more students declaring pathway intent.

The number of students pursuing an Associate in General Studies (AGS), an indication of lack of clear academic goals, is decreasing



In Fall 2013, for the first time students can declare interest in a focus area, and we track that information.

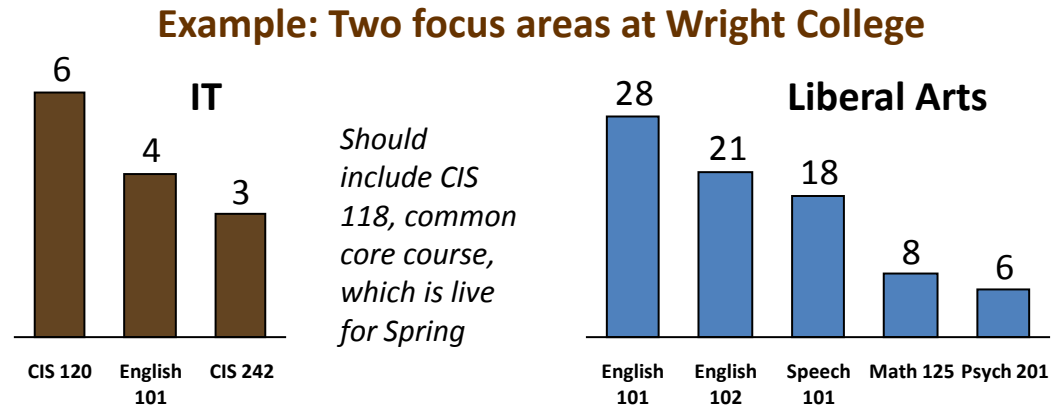


**According to CCRC, internal CCC data and other studies, program concentration has a large impact on student retention, and thus enrollment and, ultimately, completion, transfer and job placement!**

# We are presently working to extend pathways-based support through block scheduling students around common academic interests

## 1 Course frequency per focus area

By identifying the introductory courses that cross-cut the most pathways in a given focus area, a recommended first semester or two can take shape for some focus areas



## 2 Readiness levels

Understanding common readiness levels will allow us to identify students with the same academic interest and readiness

### Five common projected enrollment patterns - Fall 2014

- English 101, Math 99 – 350 students
  - Reading 125 + English 100 – 146 students
  - English 101, FS Math – 129 students
  - English 101 + Credit Math – 121 students
  - Reading 125 + English 100 + Math 99 – 96 students
- (Numbers are unduplicated)

## 3 First-semester blocks

**Enabled by pathways work thus far**, we can, by Fall 2014, have many students take classes together, help each other achieve common goals, advised by the same advisors, taught by collaborating faculty.

| Potential Block One  | Potential Block Two   |
|--|---|
| <ul style="list-style-type: none"> <li>• English 101</li> <li>• Math 99 – <i>co-req possible</i></li> <li>• <b>CIS 118*</b></li> <li>• College Success 101</li> <li>• <b>CIS 120*</b></li> </ul> <p><small>*Focus Area Courses</small></p> | <ul style="list-style-type: none"> <li>• English 101</li> <li>• FS Math II</li> <li>• <b>Psych 201*</b></li> <li>• <b>Speech 101*</b></li> <li>• College Success 101</li> </ul> |

# Three Next Steps: we will anchor Student GPS in the classroom, offer better courses and work with four-year universities

**1 We will improve and extend our first-year College Success course to emphasize goal-setting alongside academic readiness**

- By next semester, we will make Student GPS an integral component of College Success.
- By Fall 2014, College Success will be extended for most, if not all, new students.

**2 College-to-Career curricular work will iteratively influence the content of our pathways**

New courses and pathways geared towards job placement and transfer success have made their way onto our semester maps.

- **Example programs:** Supply chain management, Healthcare Common Core
- **Example classes:** CIS 118, New Insurance courses

**3 Starting this month we will ramp-up sharing Student GPS work with four-year universities**

