What is Student Success Pathway?

- Intentionally designed, clear and structured experiences for students from point of interest through graduation to transfer or career
- Starts with career or end goal in mind
- Pathway is a Framework that helps to unify a variety of reforms

The Pathway model helps us design “just-in-time” support for students throughout their academic journey.

Completion to Transfer
To streamlined transfer (75%-100%)

Completion to Career
To receipt of credentials with labor market value (75%-100%)

Connection: From Interest to Registration
**UHCC Historical Enrollment**

*UHCC Pathway 2015-2021*

Fall 2007 to Fall 2016

**KAU Historical Enrollment**

*UHCC Pathway 2015-2021*

Fall 2007 to Fall 2016

**Connection: Enrollment Management**

**CONNECTION: From Interest to Registration**

- Enrollment Management
  - Integrated Communications for recruitment
- Customized Onboarding:
  - High School Direct Entry
  - GED
  - Pacific Islanders
  - Working Age Adults
  - International Students
- Orientations and First-Year Experience with embedded SSP Pathway concepts

**UHCC Historical Enrollment**

*UHCC Pathway 2015-2021*

**Connection: Enrollment Targets**

**Goals**

- **Pacific Islander**
  - HAW: 107 → 130 (2016 goal) -94
  - HON: 138 → 168 (2016 goal) +178
  - KAP: 128 → 156 (2016 goal) -363
- **GED Grad**
  - KAU: 128 → 156 (2016 goal) +265
  - LEE: 177 → 215 (2016 goal) -58
  - MAU: 73 → 89 (2016 goal) +1,013
- **Working Age Adults**
  - WIN: 45 → 54 (2016 goal) -245
  - UHCC: 698 → 849 (2016 goal) +265
- **International Students**
  - MAU: 73 → 89 (2016 goal) +540
  - UHCC: 698 → 849 (2016 goal) +1,013
- **High School Direct Entry**
  - HAW: 107 → 130 (2016 goal) -94
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*Red: degree first year goals were not met. *Black: additional students if meet 2021 goals.

---

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  - Pacific Islanders
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*Red: degree first year goals were not met. *Black: additional students if meet 2021 goals.
Connection: Enrollment Management

- UH System Enrollment Management Plan
  - Presented to BOR Academic & Student Affairs Committee
  - Designed to be comprehensive and collective process

- UHCC Enrollment Management Taskforce
  - Determine best practices
  - Use campus-specific plans to meet UHCC system enrollment targets

Connection: High School Recruitment

- Dual Credit Initiative (Early College, Running Start, Jump Start)
  - 78% of Hawaii DOE graduates with dual credits enter college vs. 50% of those without
  - 72% of economically disadvantaged graduates with dual credits enter college vs. 39% of those without

2015-16 Early College: College class sections at high school campuses

- Financial Aid Outreach Sessions
- College Application Sessions
- College and Career Fairs
- Summer Bridge Activities
- Other Strategies?

Connection: Working Age Adults

- Working-Age Adults Recruitment and Retention
  - Returning adults who never received certificate or degree
  - Adults with no post-secondary experience
  - Adults who wish to attain a second credential

- Indiana’s You Can.Go Back. Campaign
Connection: Strategic Distance Education

- Distance Ed Plan
  - Assess untapped student markets that could be served by DE: e.g., adults, incumbent workers, veterans
  - Create single access point/portal for online AA and other targeted programs: including registration, counseling, financial aid, etc.
  - Establish rationale for programs selected (student demand and industry/business demand)
  - Establish professional development opportunity of high quality for faculty and students to use DE properly

Process Improvements to create better onboarding experience for students

- Active for 4: Student can remain active for 4 semesters without re-applying
- New online application portal under development (KAP): simplified and intuitive
- Mass-admit process for efficiency in Admissions

Connection: Communications

Integrated Communications for Recruitment and Retention

Identify key strategies/tactics to improve communications

Connection: Affordability

What is Hawai’i’s Promise?
Removing “Cost” as a Barrier to Higher Education

New state-funded scholarship for students with financial need to attend UHCCs at no cost for tuition, fees, books, supplies and transportation.
**UHCC Student Success Pathway**

**ENTRY: Registration to completion of college level math and English**

- **Connection**
  - Interest to Registration

- **Progress and Learning**
  - Entry into Program of Study to 75% completion of requirements (25%-75%)

- **Completion to Transfer**
  - To streamlined transfer (75%-100%)

- **Completion to Career**
  - To receipt of credentials with labor market value (75%-100%)

---

**Evolution of Math and English Redesign**

- **2006**
  - White Paper on Dev Ed by Faculty
  - Limited data, but concluded that our Dev Ed courses were not effective.

- **2007**
  - Joined Achieving the Dream
  - State agenda for ATD focused on getting better data and establishing common cut-off scores

- **2008**
  - S400,000 Dev Ed Innovation Fund
  - To fuel faculty experimentation w/improvements and alternatives to existing courses & pedagogies

- **2009**
  - Pilot tested all types of innovations
  - ALP, modular courses, emporium pedagogies, enhanced academic support, integrated counseling, etc.

---

**UHCC Pathway 2015-2021**

**Evolution of Math and English Redesign**

**Entry:** Fall 2016 Math and English Data

<table>
<thead>
<tr>
<th>2014 Data Analysis</th>
<th>2015 Strategic Directions for 2015-2021</th>
<th>2015 Intensive Planning Sessions</th>
<th>2016 Fall Implement at Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed improvements but no real movement of students through to degree or transfer</td>
<td>Adopted Dev Ed reform as component “reducing the time to degree”</td>
<td>Focused on all of the following:</td>
<td>Completed College Level 1st Semester:</td>
</tr>
<tr>
<td>Conversation around CCA advocacy for co-requisite rather than sequential remediation</td>
<td></td>
<td>355 Students</td>
<td>6% Pct of Cohort</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed College Level 4th Semester:</td>
<td>1,114 Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students in Cohort:</td>
<td>5,547 Students</td>
</tr>
</tbody>
</table>

**Accelerated Success Rates in College Level Math and English**

<table>
<thead>
<tr>
<th>Math</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Cohort</td>
<td>Cohort</td>
</tr>
<tr>
<td>Students in Cohort</td>
<td>5,017</td>
</tr>
<tr>
<td>Completed College Level 1st Semester:</td>
<td>355</td>
</tr>
<tr>
<td>Pct of Cohort</td>
<td>6%</td>
</tr>
<tr>
<td>Completed College Level 4th Semester:</td>
<td>1,114</td>
</tr>
<tr>
<td>Pct of Cohort</td>
<td>26%</td>
</tr>
<tr>
<td>Completed College Students</td>
<td>2,141</td>
</tr>
</tbody>
</table>
Math and English Redesign

- Early data shows good progress towards Strategic Directions metrics
- Increased numbers of students completing college level work in an accelerated timeframe

Importance of Integrated Advising at Entry

- Help students get on path and stay on path using
  - STAR GPS
  - Multiple Measures for Placement
  - Math Pathways
  - Exploratory Paths (Majors)
  - My Success – Early Alert
  - Predictive Analytic Reporting (PAR)

University of Hawai‘i Pathway Objective

Every single student entering the University of Hawai‘i will have a clear individualized “Guided Pathway/GPS” to their credential with intentional student support structures…
Definition of Multiple Measures

- Using alternatives to single high-stakes exam for placement into college level courses
- Multiple measures developed by Cognitive Assessment committee with systemwide representation
- Self-Reported Measures include using
  - Cumulative High School GPA of 2.6; or
  - High school grades in specified classes; or
  - ACT, SAT, Smarter Balanced, GED, HiSET, Writing Sample

Under-Usage of Multiple Measures for Placement

- On average, 50% UHCC new entry students were placed into math and English using Compass in Fall 2016

<table>
<thead>
<tr>
<th>Campus</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHCC Average</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>HAW</td>
<td>47%</td>
<td>46%</td>
</tr>
<tr>
<td>HON</td>
<td>68%</td>
<td>71%</td>
</tr>
<tr>
<td>KAP</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>KAU</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>LEE</td>
<td>60%</td>
<td>64%</td>
</tr>
<tr>
<td>MAU</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>WIN</td>
<td>37%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Entry: Multiple Measures Data

- Percent of students who could have been placed in college level math and English
  - Multiple measures created larger pool of students who could have been placed in college level in Fall 2016 (UH self-reported data)
  - Increasing use of multiple measures and ability to access DOE data would significantly increase pool of college level students

<table>
<thead>
<tr>
<th>Placement Level</th>
<th>Fall 2013</th>
<th>Fall 2016</th>
<th>DOE Placement Level</th>
<th>Fall 2013</th>
<th>Fall 2016</th>
<th>DOE Placement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>5,017</td>
<td>4,104</td>
<td>2,192</td>
<td>5,547</td>
<td>4,508</td>
<td>2,192</td>
</tr>
<tr>
<td>College Level</td>
<td>48%</td>
<td>50%</td>
<td>89%</td>
<td>20%</td>
<td>33%</td>
<td>43%</td>
</tr>
</tbody>
</table>

UH Cohort: New entry students with placement measures
DOE Cohort: Direct entry from DOE

Entry: Fall 2016 Multiple Measures Findings

- Percent of Students placed into college level but enrolled below college level
**Fall 2016 Multiple Measures Findings**

- Percent of Students who did not enroll in math or English

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2016 English</th>
<th>Fall 2016 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHCC</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>HAW</td>
<td>41%</td>
<td>66%</td>
</tr>
<tr>
<td>HON</td>
<td>31%</td>
<td>43%</td>
</tr>
<tr>
<td>KAP</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>KAU</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td>LEE</td>
<td>12%</td>
<td>40%</td>
</tr>
<tr>
<td>MAU</td>
<td>22%</td>
<td>44%</td>
</tr>
<tr>
<td>WIN</td>
<td>35%</td>
<td>37%</td>
</tr>
</tbody>
</table>

**Multiple Measures Next Steps**

**Summary and Next Steps**
- Increase use of multiple measures for placement and decrease reliance on single high-stakes exam
- Place students in highest level
- Enroll students in highest level
- Enroll in college level math and English within first 30 credits

**Exploratory Majors (Paths)**

- Exploratory Majors = Exploratory Paths
  - Help incoming Liberal Arts students identify appropriate major based on their academic and career interests
  - Develop first year schedule that facilitates completion and transfer, while allowing some exploration
  - Identify and align the appropriate math pathways within each Exploratory major to facilitate transfer
  - Minimize unnecessary coursework which may impact students' financial aid eligibility and loan indebtedness

- Liberal Arts students with clear transfer goals may have customized schedules within Exploratory Path
- Undecided Liberal Arts students may have campus-developed first year schedule that facilitates transfer and completion but allows for some exploration
- Campuses may decide which Exploratory Paths to adopt and what concentrations to offer
Entry:
Exploratory Majors (Paths) Flowchart

- Early Alert is one component of My Success to use in Entry phase
- My Success has broader capabilities to explore for Progress and Learning and Completion
- Creates platform for team approach to integrated and holistic advising
- Supports case management by allowing colleges to track students’ use of support services
- Allows for communication and messaging to facilitate proactive interventions throughout pathways

Entry into Program to 75% completion of program requirements

- Teaching and Learning
  - Focus on pedagogy, not just structure
- Peer to peer sharing
- Integrated Advising to complement teaching and learning for holistic student support
  - Help students stay on the path and ensure learning
  - Persistence, Retention, and Resilience
Progress and Learning: Strategic Professional Development

- Strategic Professional Development
  - Professional Development Steering Committee
  - $300,000 budget
  - Building upon math and English redesign
  - Pedagogy
  - Transfer
  - Career
- Innovation Funds

COMPLETION TO TRANSFER: 75%-100% students’ program completion

Exploratory Majors Committee
- Top 20 majors from 2-year to 4-year campus for program transfer alignment
- Automatic admissions with junior standing to programs at 4-year campuses
- STAR Transfer Pathways in development
  - Allow transfer students to select pathway that starts at 2-year and transfers to 4-year at optimal time with no time or credit loss

Completion to Transfer:
- Connection: Interest to Registration
- Entry: Registration to completion of college level Math and English (0-25%)
- Progress and Learning: Entry into Course of Study to 75% completion of requirements (25%-75%)
- Completion to Transfer (75%-100%)
- Completion to Career: To receive credentials with labor market value (75%-100%)

COMPLETION TO CAREER: 75%-100% students’ program completion

- Connection: Interest to Registration
- Entry: Registration to completion of college level Math and English (0-25%)
- Progress and Learning: Entry into Course of Study to 75% completion of requirements (25%-75%)
- Completion to Transfer: 75%-100%
Strategies to enable students to develop sense of purpose and increased motivation
Match program of study to students' academic interests and personal strengths
Provide students with clear understanding of career opportunities
Purpose First aligned with principles of Integrated advising and SSP Pathway

Completion to Career: Sector Mapping Website
- Every job has a landing page
- What's hot and what's not: demand visualized
- Pathways: K12 to UH to the economy
- Who is hiring?

HAW Campus Highlights

Early College Enrollment Trends
Enrollment growth has been phenomenal - over 260% in the last 2 years and over 300% in the last 6 years.

HAW Campus Highlights
IMAPS OF EARLY COLLEGE – POSITIVE TRENDS

<table>
<thead>
<tr>
<th>AY</th>
<th>Students</th>
<th>Credits</th>
<th>GPA</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>331</td>
<td>1119</td>
<td>3.2</td>
<td>9 Certificates</td>
</tr>
<tr>
<td>2015</td>
<td>315</td>
<td>972</td>
<td>3.4</td>
<td>10 Certificates</td>
</tr>
<tr>
<td>2014</td>
<td>147</td>
<td>477</td>
<td>3.1</td>
<td>1 Assoc. Art Degree, 2 Certificates</td>
</tr>
<tr>
<td>2013</td>
<td>119</td>
<td>392</td>
<td>3.0</td>
<td>14 Assoc. Art Degrees, 2 Certificates</td>
</tr>
<tr>
<td>2012</td>
<td>142</td>
<td>496</td>
<td>2.9</td>
<td>8 Bachelor Degrees, 21 Assoc. Art Degrees, 1 Certificate</td>
</tr>
<tr>
<td>2011</td>
<td>133</td>
<td>448</td>
<td>2.9</td>
<td>8 Bachelor Degrees, 15 Assoc. Art Degrees, 4 Certificates</td>
</tr>
<tr>
<td>2010</td>
<td>105</td>
<td>428</td>
<td>3.1</td>
<td>12 Bachelor Degrees, 19 Assoc. Art Degrees, 4 Certificates</td>
</tr>
</tbody>
</table>
Campus Highlights

- Top 5 Majors: HawCC students transfer into at UH Hilo:
  1. Psychology
  2. Pre-Nursing
  3. Business
  4. Admin of Justice
  5. Sociology

- Three pathway degrees created in 2016 to align with top transfer majors:
  - AA Liberal Arts degree w/Concentrations in:
    - Admin of Justice
    - Psychology
    - Sociology

- Specific pathway for transfer to UHH BA programs:
- Lower level credits maximized to meet eligible BA program requirements:
- Academic Advising provided for students at both campuses:

2017 Priorities:
- Include student in CSSC and planning process
- Create sub group under CSSC for enrollment management

English Results

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Fall 2013-Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100/100S</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>ENG 22 + ENG 100</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>ENG 100/100T</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>ENG 19 + ENG 22 + ENG 100</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
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Math Results

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<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Fall 2013-Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 25/103</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>MATH 25 + MATH 103</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>MATH 24/25</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>MATH 24 + MATH 25</td>
<td>23%</td>
<td></td>
</tr>
</tbody>
</table>
KAP

Campus Highlights

Connecting the Dots....

UH Strategic Plan
UHCC Strategic Plan
KAP Strategic Plan
Student Success Pathway
Resource Allocations, ARPDs, CPRs, and Enrollment Management Plan

KAU

Campus Highlights

- Student Services
  - Revamped NSO; online option
  - STAR GPS pathways completed

- Math and English Redesign
  - Thanks to new placement and course models, greater % of entering students passed college level in 1 sem compared to 3 sem (ENG) or 2 sem (MATH).

Campus Highlights

LEED

Campus Highlights

Math and English Redesign Early Results

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>% Pass ENG 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 22 (regular)*</td>
<td>26.4%</td>
<td></td>
</tr>
<tr>
<td>ALP ENG 22/100**</td>
<td>74.4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>% Pass ENG 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 22 (regular)</td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td>ALP ENG 22/100</td>
<td>60.4%</td>
<td></td>
</tr>
</tbody>
</table>

Early College Program Development

<table>
<thead>
<tr>
<th>Early College Courses Offered at High School Campuses Fall 2012-Spring 2017</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Early College Courses Offered at High School Campuses Fall 2012-Spring 2017</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>No. of Students Participating in Early College Fall 2012-Spring 2017</th>
</tr>
</thead>
</table>
MAU  Campus Highlights

Top 3 Pathway Priorities

1. STAR GPS
   - Curriculum coherence and timely graduation/transfer within declared major or Exploratory Major

2. MySuccess
   - Faculty, counselor, and academic support collaboration to expand MySuccess

WIN  Campus Highlights

- Formed a Student Success Pathways Committee to lead SSP implementation.

- Developed Counseling and Advising process goals that tie into the SSP framework.

- Promoting Freshman enrollment in highest placed math and English courses during their first semester.

- Creating innovative ways, using multi-media, to help the campus form a unified vision.

MAU  Campus Highlights

3. Integrated Student and Academic affairs First-year/Exploratory experience:
   - 700 first-year students – at scale
   - Mandatory registration advising (1st and 2nd semesters)
   - 44 faculty embedding pathway strategies in FY designated courses
   - Peer mentoring
   - Integrated advising and academic support
   - Career exploration

UHCC Pathway 2015-2021  UHCC Student Success Pathway - Next Steps

Connection
Entry
Progress & Learning
Integration Advising Enrollment Management

Completion to Transfer
To stream lined transfer (75%-100%)

Completion to Career
To receipt of credentials with labor market value
Next Steps for Pathways

- Continue work with Entry and Connection
- Move towards Progress and Learning, Transfer, and Career
  - Teaching and Learning
  - Peer to peer sharing
  - Integrated advising for holistic student support
  - Streamlined transfer
  - Career exploration and planning

Next Steps for Institutional Change

- Develop comprehensive communication plan to explain Pathway framework
- Focus efforts on building on successful work with math and English redesign, including pedagogical changes
- Create campus culture of Integration for holistic student support system
- Share our journey with DREAM