WEST VIRGINIA MOMENTUM

LEADERSHIP MEETING

CHARLESTON, WV
FEBRUARY 27, 2018

Sarah Tucker

Chancellor, West Virginia Council for Community and Technical College Education

COMPLETE COLLEGE AMERICA

CCA: WHO WE ARE AND WHAT WE DO

SARAH ANCEL @Sarah_Ancel

Senior Vice President
Complete College America

Our Mission

- Significantly increase the number of Americans with quality career certificates or college degrees
- Close attainment gaps based on race, age and income

On average, what percentage of full-time associate degree students graduate in two years?

A. 4%

B. 21%

C. 43%

On average, what percentage of full-time bachelor's degree students graduate in four years?

A. 17%

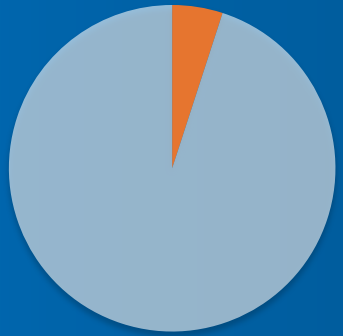
B. 31%

C. 64%

On-Time Graduation Rates

(Full-Time Students)

2-Year Associate



4%

ON TIME

4-Year Bachelor's

(non-flagship)

17%

ON TIME

4-Year Bachelor's

(flagship/ very high research)

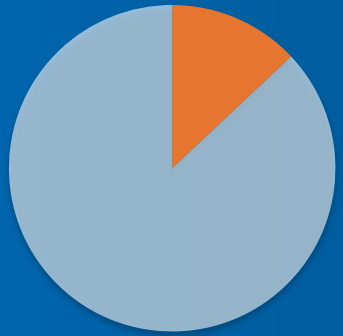
28%

ON TIME

150% Graduation Rates

(Full-Time Students)

2-Year Associate



15%

IN 3 YEARS

4-Year Bachelor's (non-flagship)

38%

IN 6 YEARS

4-Year Bachelor's (flagship/ very high research)

57%

IN 6 YEARS

The Cost of Time

	One extra year, public	One extra year, private	Two extra years, public	Two extra years, private
Tuition and Loans	$18,598	$26,815	$37,456	$53,760
Opportunity Costs	$128,429	$128,429	$245,253	$245,253
Total Cost for Delayed Graduation	$147,026	$155,244	$282,691	$298,995

https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/

Who we are

The Complete College America Alliance

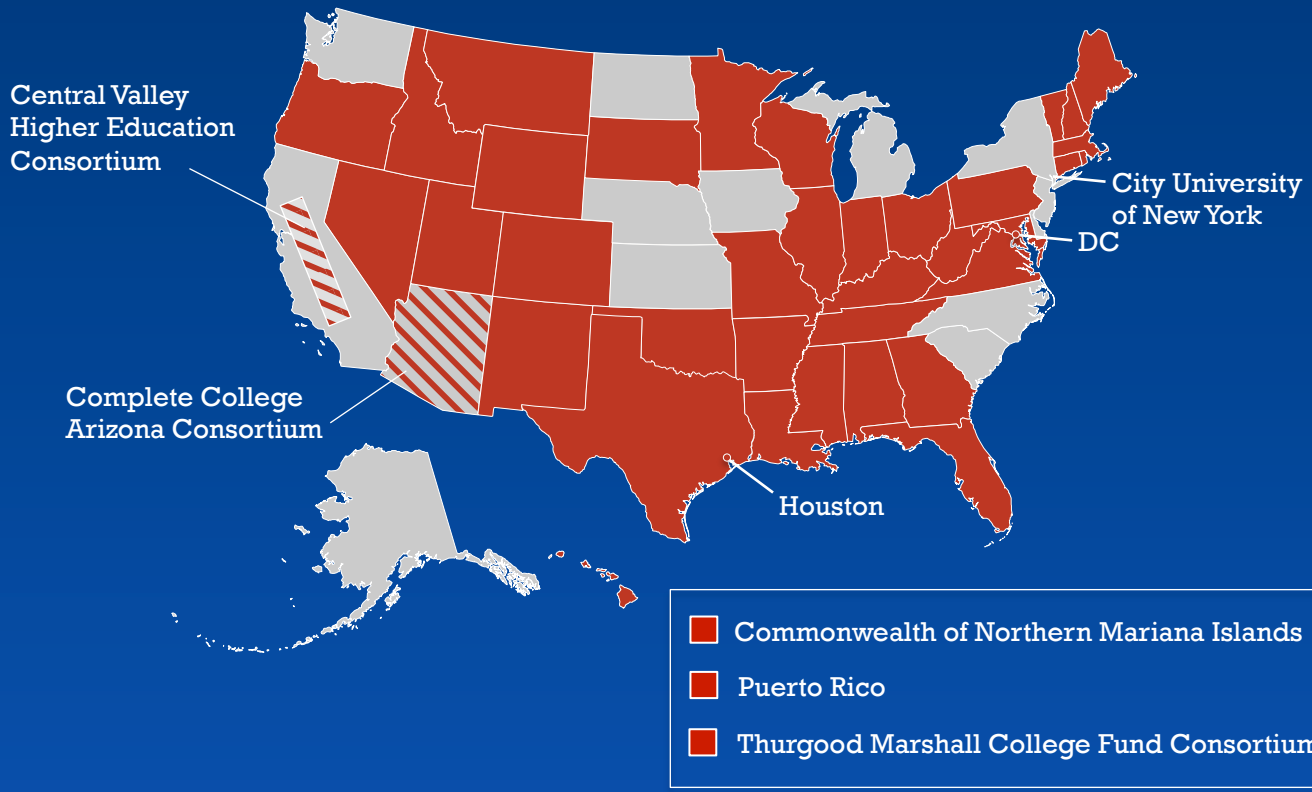
State	Year
Arkansas	2010
Connecticut	2010
Florida	2010
Georgia	2010
Idaho	2010
Indiana	2010
Louisiana	2010
Maryland	2010
Massachusetts	2010
Minnesota	2010
Nevada	2010
Oklahoma	2010
Oregon	2010
Pennsylvania	2010
South Dakota	2010
Tennessee	2010
Texas	2010
Utah	2010

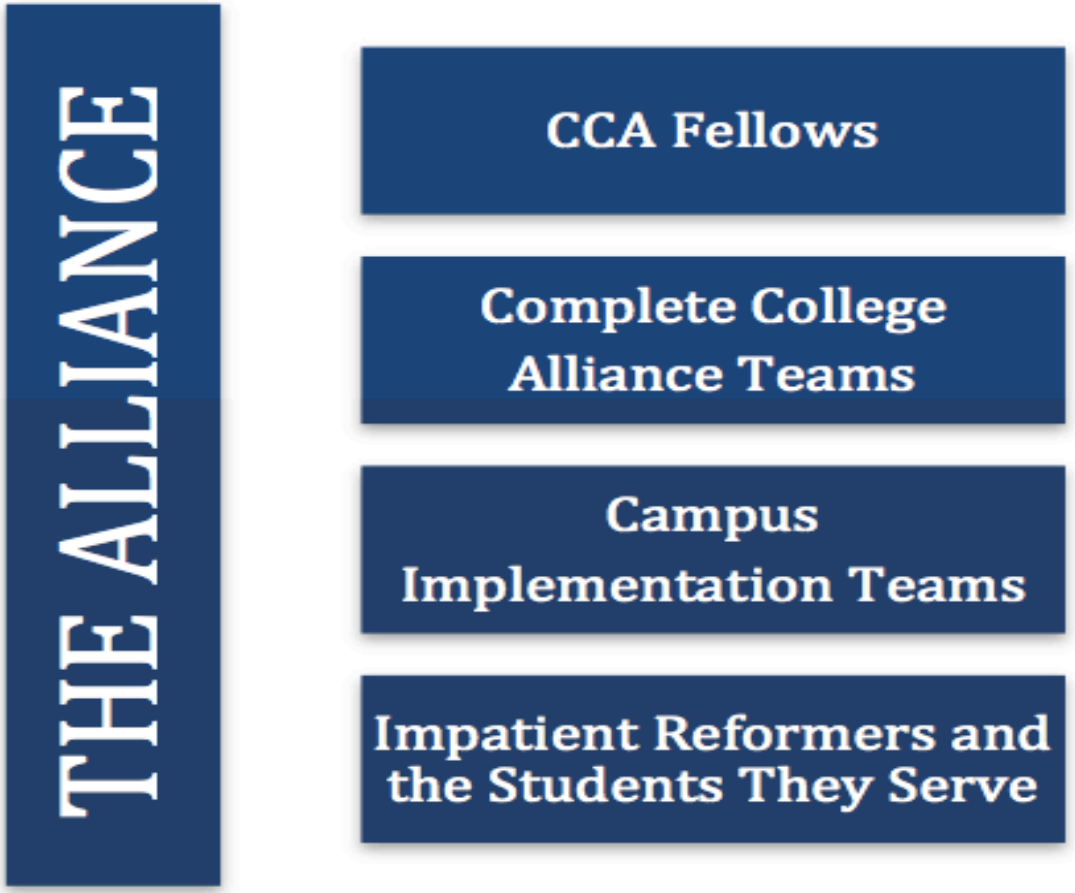
State	Year
Colorado	2011
Kentucky	2011
Maine	2011
Mississippi	2011
Missouri	2011
New Mexico	2011
District of Columbia	2012
Wisconsin	2012
Wyoming	2012
Montana	2013
Commonwealth of the Northern Mariana Islands	2014
California	2015
New Hampshire	2015
Puerto Rico	2015
Virginia	2015
Houston	2016
Thurgood Marshall	2016
CUNY	2017
Arizona	2017
Alabama	2017

COMPLETE COLLEGE AMERICA

The Alliance

44




THE ALLIANCE
CCA Fellows
Complete College Alliance Teams
Campus Implementation Teams
Impatient Reformers and the Students They Serve

We believe…

EQUITY
METRICS & EVIDENCE
POLICY
COMMUNICATIONS
Empower data experts to be leaders in the movement
Give voice to the silent through data
IMPLEMENTATION

What we do

Work with states, systems and consortia to implement **evidence-based strategies at scale** to see double-digit gains in outcomes.

The Game Changers

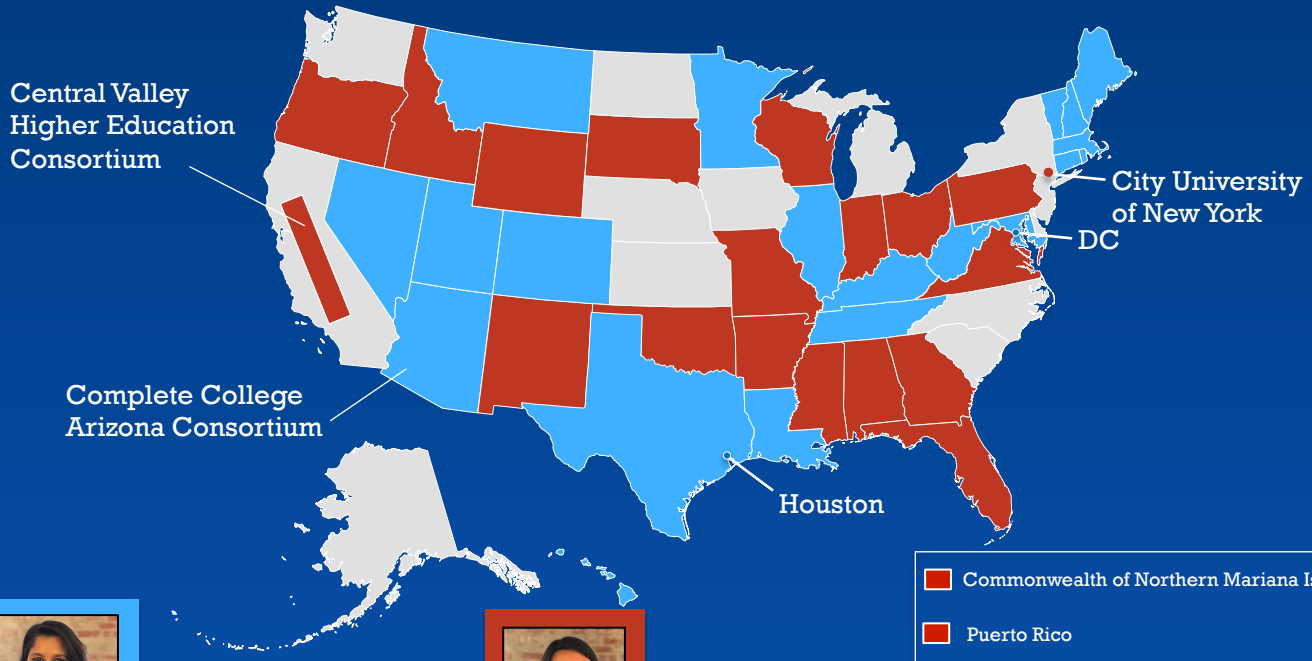
COMPLETE COLLEGE AMERICA

How We Do Our Work

COMPLETE COLLEGE AMERICA

The Alliance

44



Monika Mala

mmala@completecollege.org

Emily Sellers

esellers@completecollege.org

Complete College Alliance Teams

- Alliance Lead
- Implementation Lead- 4 year
- Implementation Lead- 2 year
- Equity Lead
- Data and Metrics Lead
- Communications Lead
- Policy Lead

Alliance Team Expectations

- The full team must attend CCA events
- Submit data
- Make measurable progress annually on game changer implementation

Lead

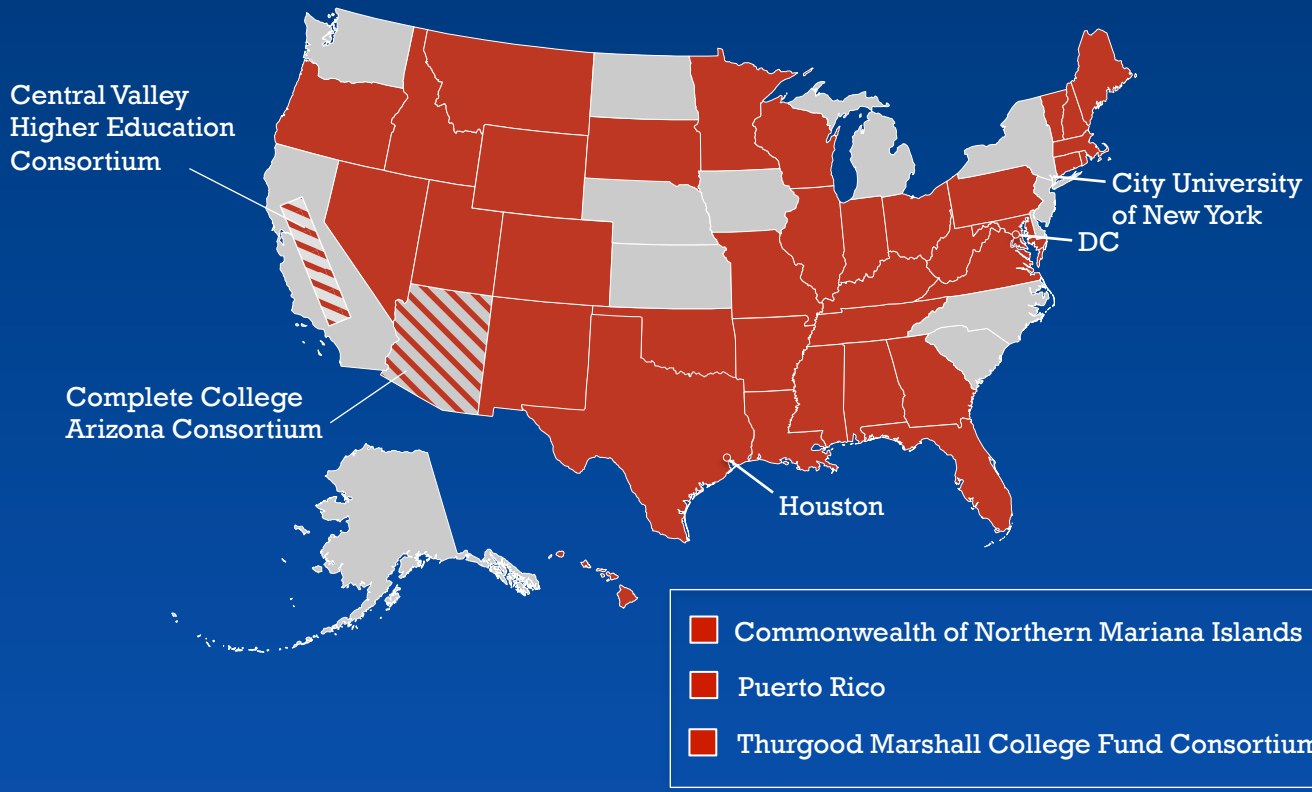
EQUITY
METRICS & EVIDENCE
POLICY
COMMUNICATIONS
Empower data experts to be leaders in the movement
Give voice to the silent through data
IMPLEMENTATION

EQUITY

COMPLETE COLLEGE AMERICA

The Alliance

44

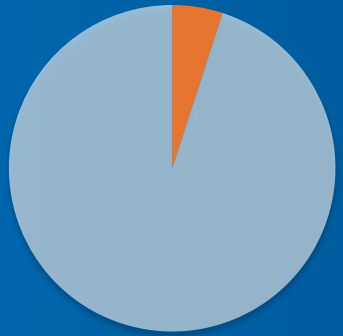


METRICS & EVIDENCE

On-Time Graduation Rates

(Full-Time Students)

2-Year Associate



4%

ON TIME

4-Year Bachelor's (non-flagship)

17%

ON TIME

4-Year Bachelor's (flagship/ very high research)

28%

ON TIME

POLICY

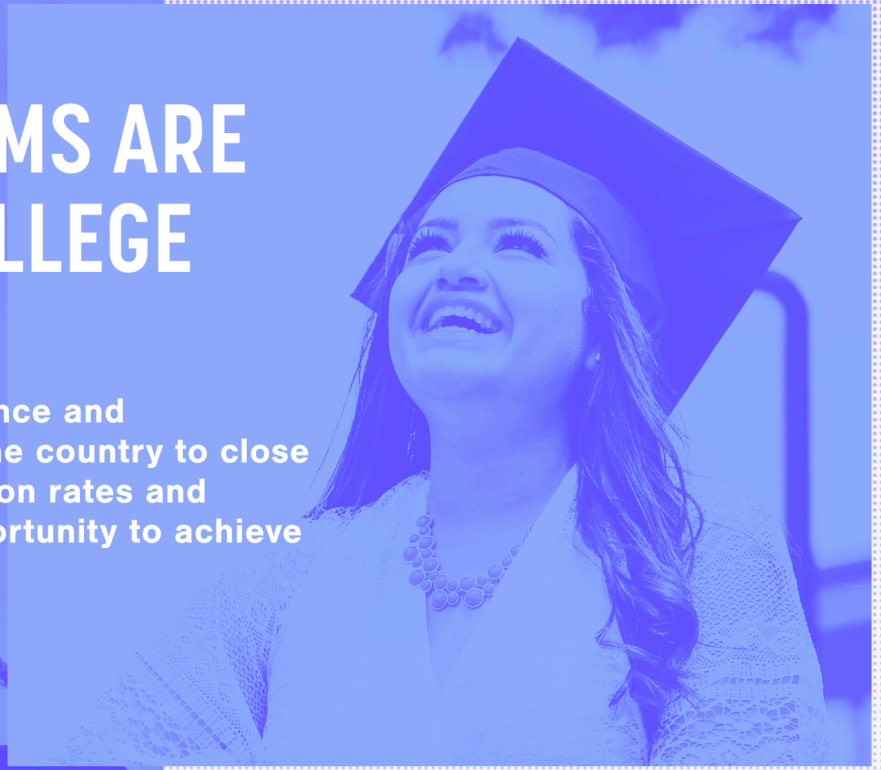
NEW RULES

Policies to Meet Attainment Goals and Close Equity Gaps

COMMUNICATIONS

AMERICAN DREAMS ARE POWERED BY COLLEGE COMPLETION

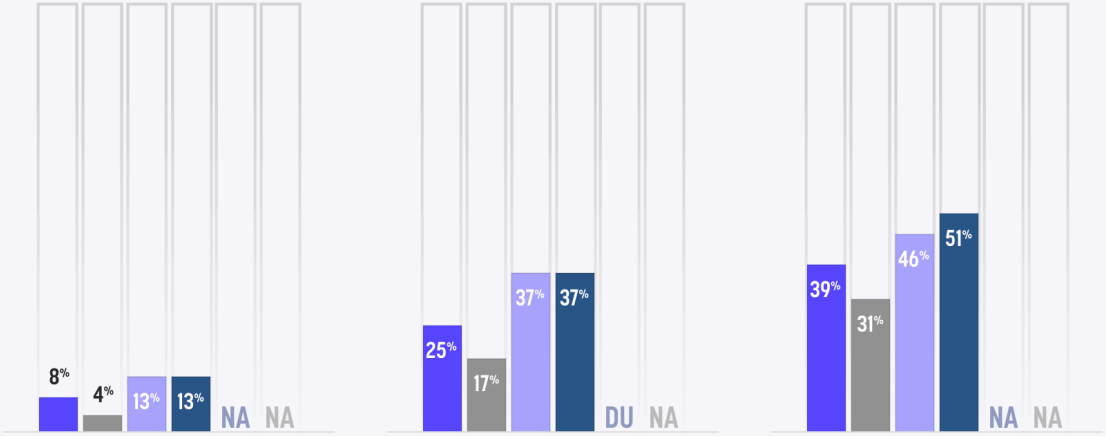
At CCA, we're leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.



CREDIT ACCUMULATION

% OF STUDENTS COMPLETING # OF CREDITS IN THEIR FIRST YEAR

30 CREDITS PER YEAR | 24 CREDITS PER YEAR



TWO-YEAR

FOUR-YEAR ALL OTHER

FOUR-YEAR HIGHEST RESEARCH

HISPANIC | BLACK | WHITE | ASIAN | PACIFIC ISLANDER | AMERICAN INDIAN

NA NOT APPLICABLE | DS DATA SUPPRESSED | DU DATA UNAVAILABLE

COMMIT
Know the Problem
Generate Buy In
Create an Action Plan
ACT
Design the Strategy
Communicate with Stakeholders
Implement the Strategy
IMPROVE
Measure
Refine the Implementation
Sustain the Strategy

RESOURCES

EARLY MOMENTUM THROUGH #15TOFINISH AND PURPOSE FIRST

Panel explores #15toFinish efforts and CCA's Purpose First initiative, which seeks to help students make more informed majors and career track decisions.

Learn More

VIDEO

MOMENTUM: THE ACADEMIC AND ECONOMIC VALUE OF A 15-CREDIT FIRST-SEMESTER COURSE LOAD

CCRC

Learn More

ARTICLE

ON SECOND THOUGHT: U.S. ADULTS REFLECT ON THEIR EDUCATION DECISIONS

Strada/Gallup - More than half of U.S. adults have regrets.

Learn More

REPORT

ADDITIONAL RESOURCES

CONNECT WITH CONTENT EXPERTS

Below are state and institutional leaders from around the country who are leading efforts around the Momentum Year. Use the form below to ask questions and receive expert guidance for your own implementation efforts.

STATE ORGANIZATION TYPE ROLE

TIMOTHY RENICK

Vice President for Enrollment Management and Student Success, Vice Provost, and Professor of Religious Studies, *Georgia State University*
Atlanta, Georgia

TRISTAN DENLEY

Executive Vice Chancellor for Academic Affairs and Chief Academic Officer, *University System of Georgia*
Atlanta, Georgia

PAULA MYRICK SHORT

Senior Vice Chancellor for UH System, Senior Vice President for Academic Affairs and Provost, University of Houston, *University of Houston*
Houston, Texas

BRUCE VANDAL

Senior Vice President for Implementation, *Complete College America*
Denver, Colorado

• Empower data experts to be leaders in the movement
• Give voice to the silent through data
IMPLEMENTATION

Resources & Support

- National Gatherings
  - Summer Action Summit
  - Annual Convening
- Customized S
  - Consulti
  - St
  - rts
- s
  - & Publications
  - & Reports

Scale Project

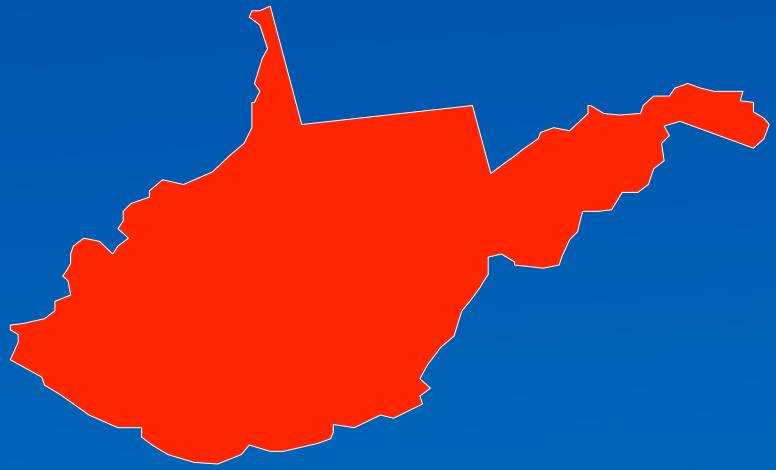
How We Scale

Secure Resources
Cultivate Commitment
Execute Strategies

How We Scale

Then, on-demand consulting, technical assistance, as needed.

West Virginia selected as a 2018 Momentum Pathways Alliance Member !!!

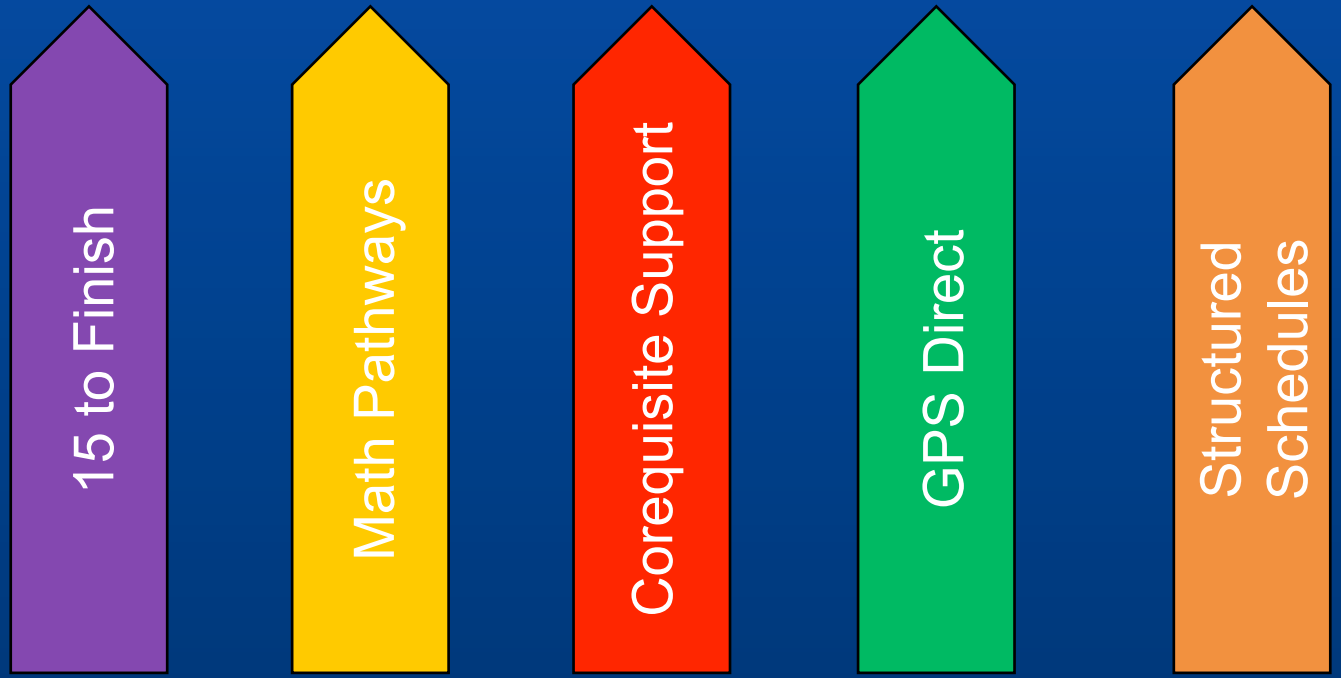


MOMENTUM PATHWAYS: A COMPREHENSIVE APPROACH TO GAME CHANGER STRATEGIES

BRUCE VANDAL @BruceatCCA

Senior Vice President
Complete College America

THE GAME CHANGERS



STUDENT MOMENTUM

In the first year of enrollment students who…

- Earn 30 credits in first year
- Complete math and English gateway courses
- Enter a program of study
- Complete nine program credits

…are far more likely to graduate.

MOMENTUM PATHWAYS

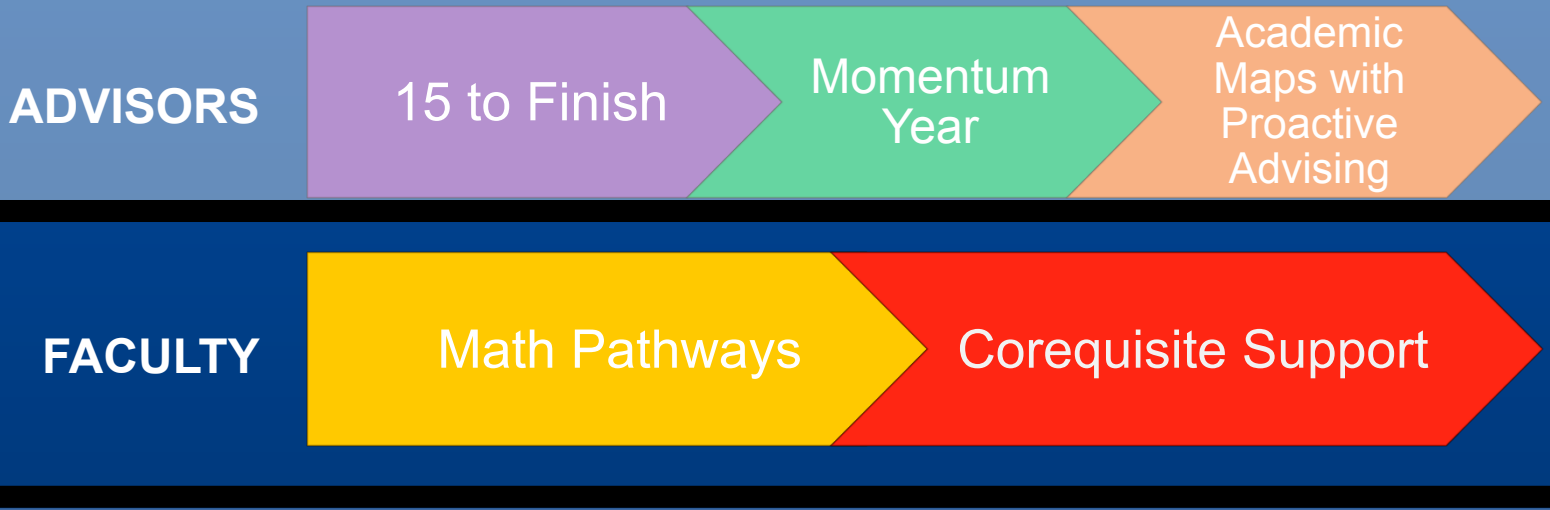
ADMINISTRATIVE MOMENTUM

Faculty and Staff who scale strategies that…

- Show quantifiable, positive results in student outcomes within months, not years
- Clearly build from one successful implementation to the next

…are far more likely to be bought in to the work

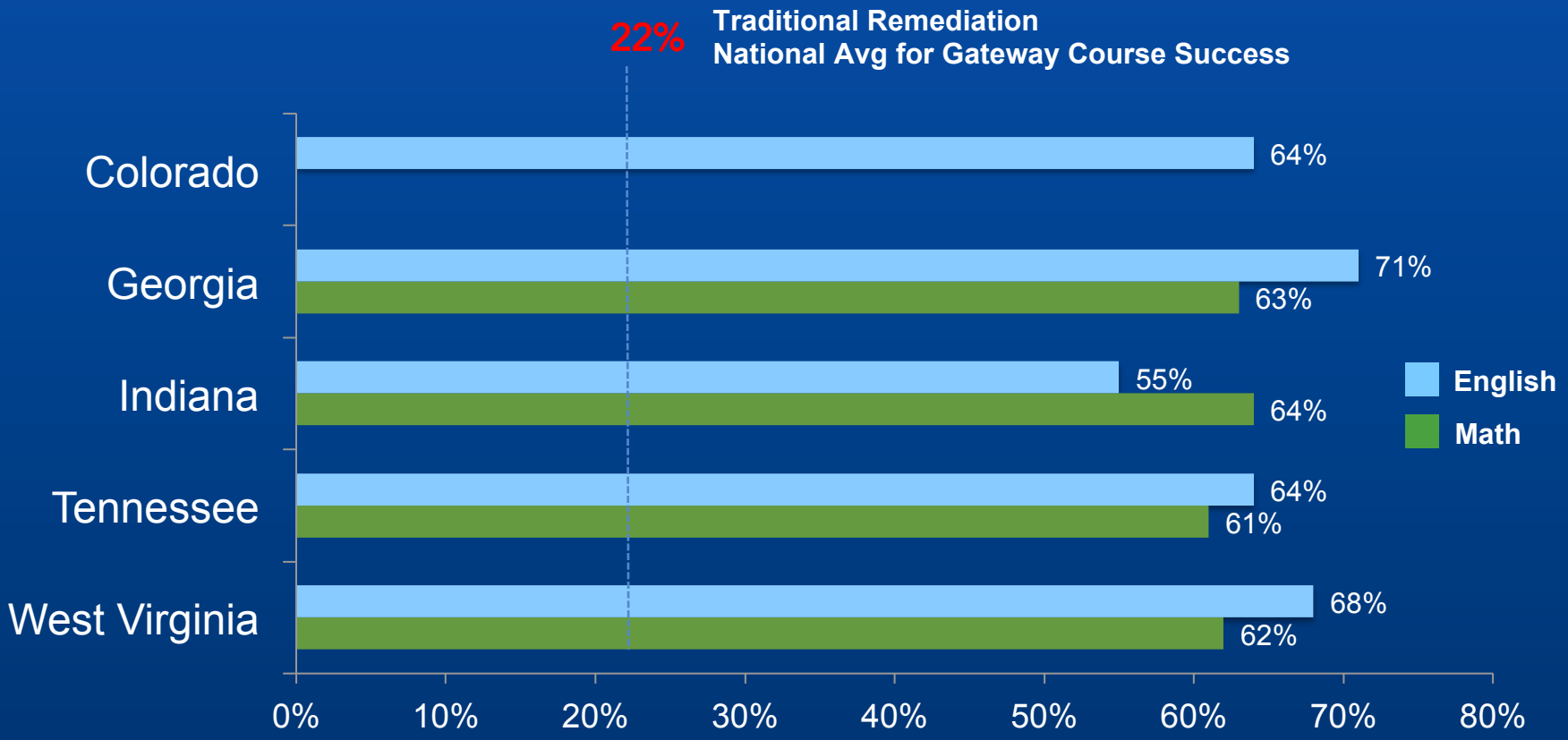
MOMENTUM PATHWAYS



Faculty-Based Strategies

Corequisite Support #CoreqWorks

One Year Scaled Results

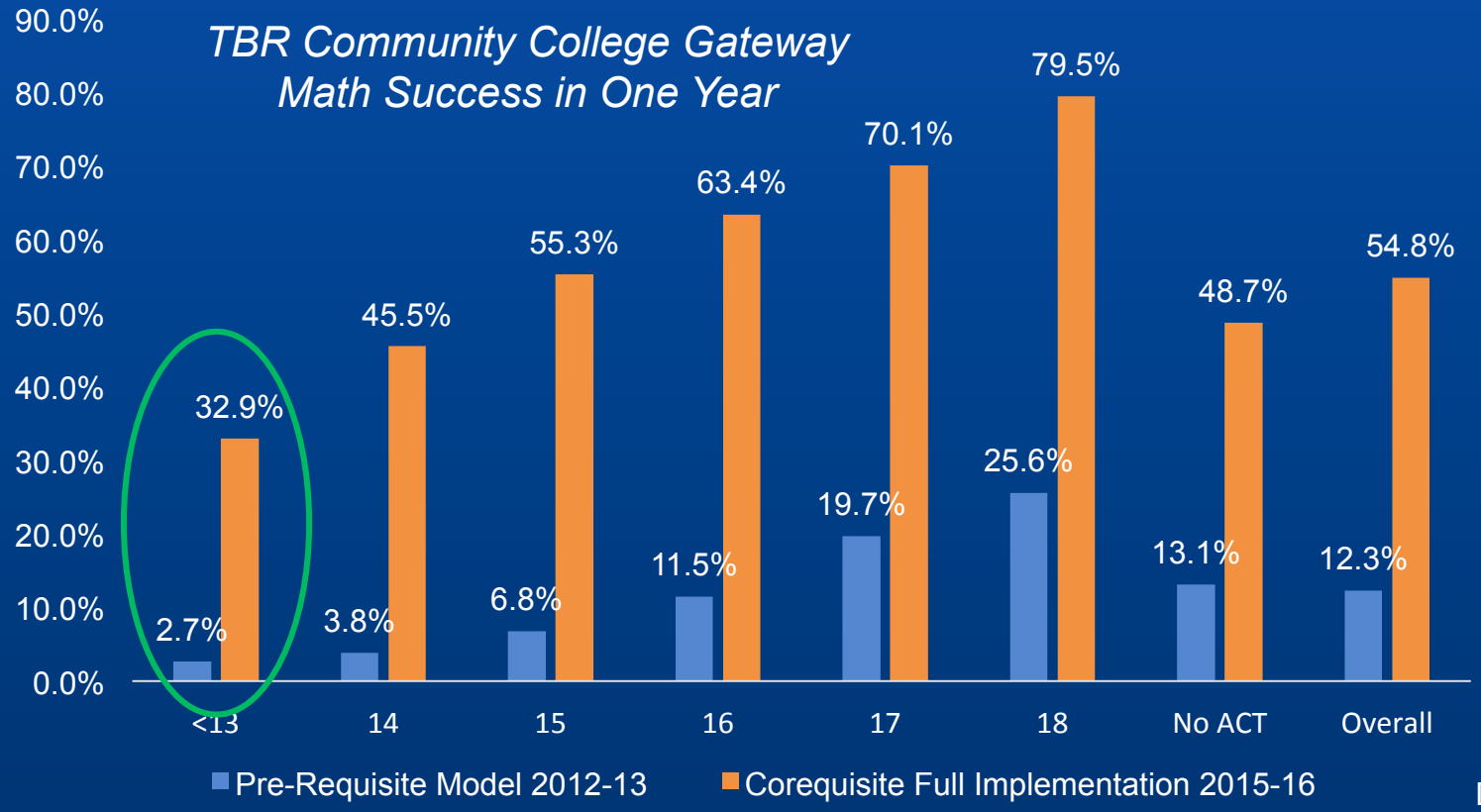


Dr. Tristan Denley

Chief Academic Officer and Executive Vice Chancellor of Academic Affairs, University System of Georgia

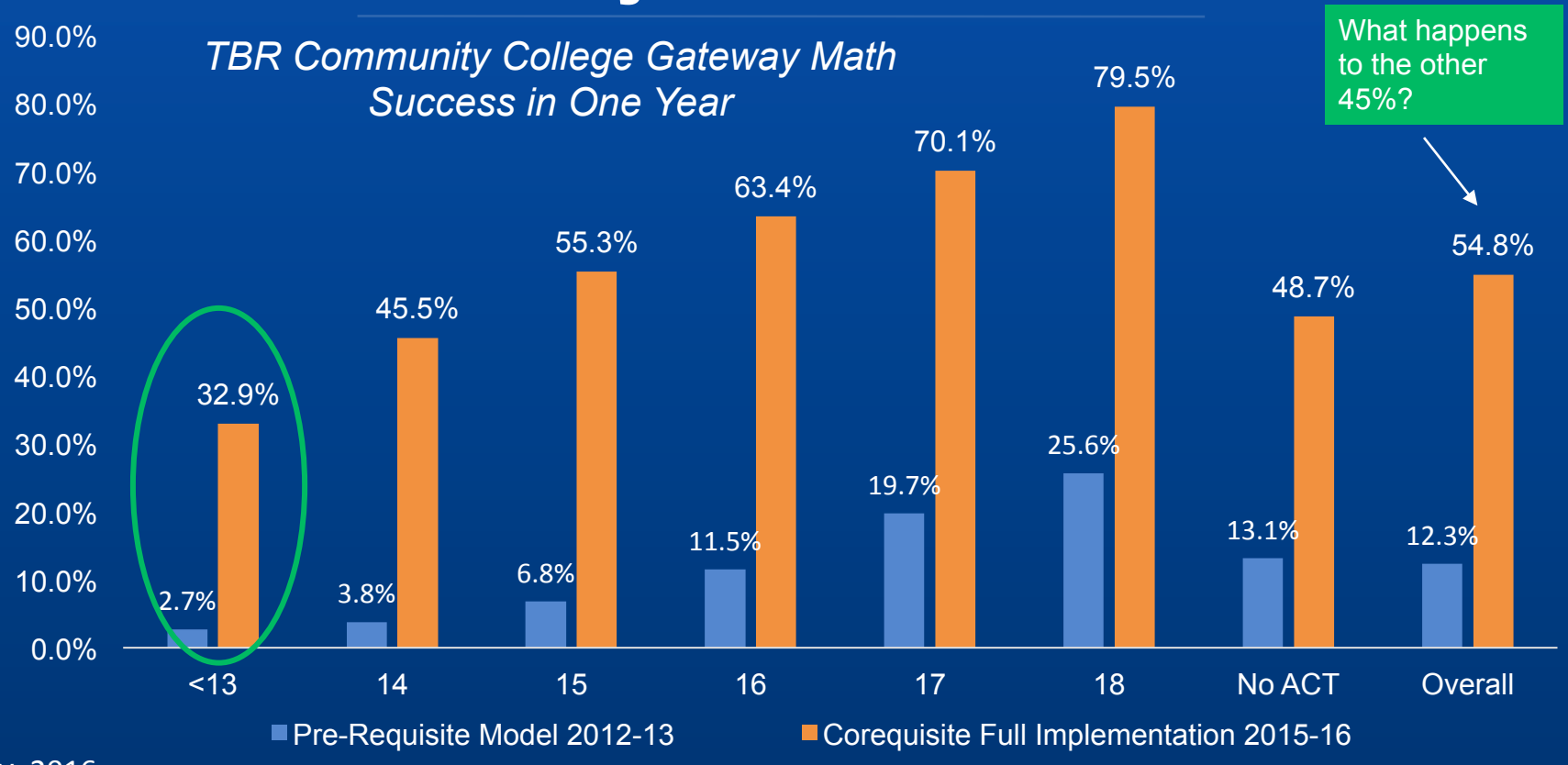
CCA Fellow

Corequisites Result in Dramatic Improvements In Gateway Course Success



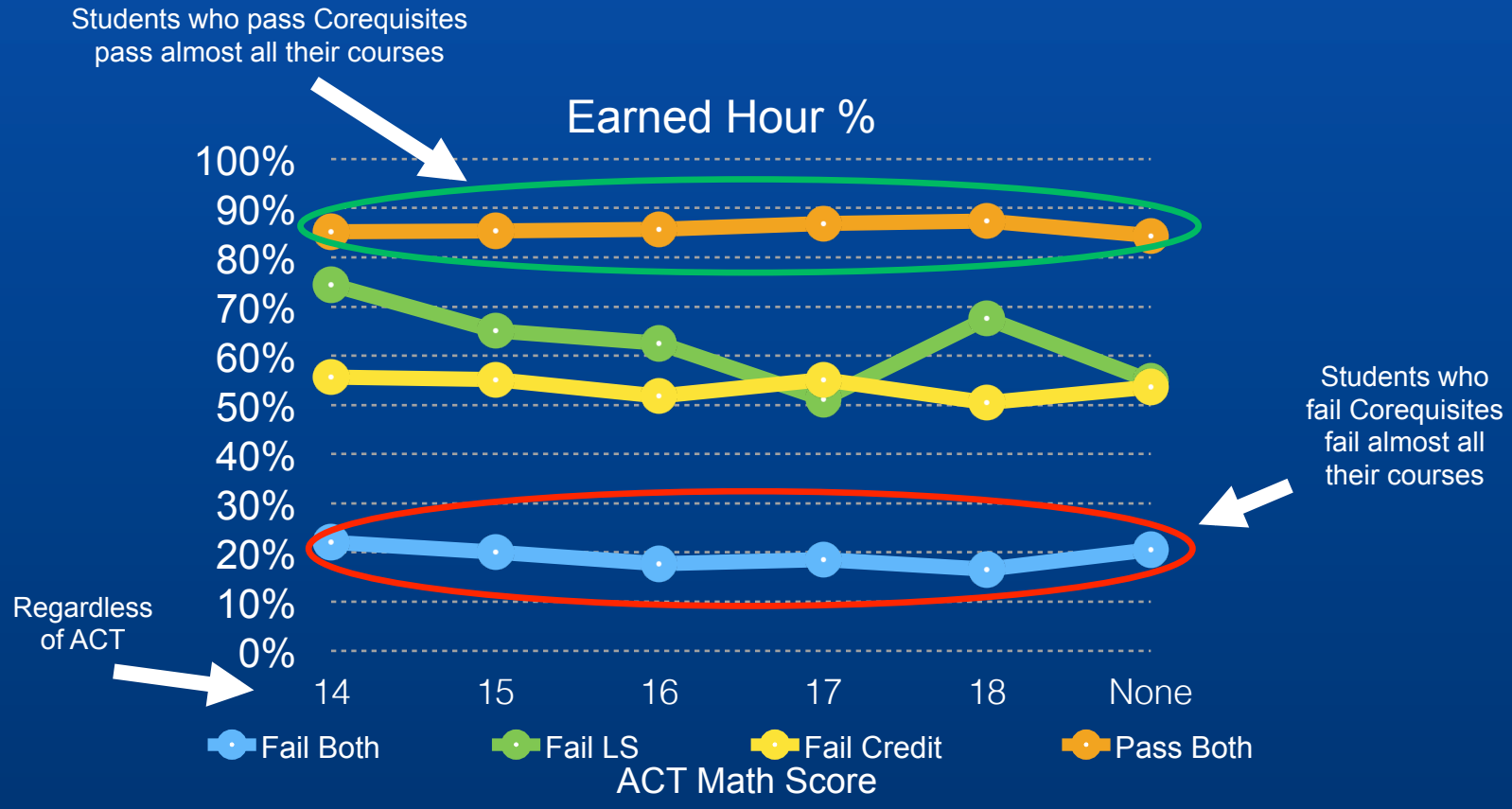
Tennessee Board of Regents
Denley, 2016

Corequisites Result In Dramatic Improvements In Gateway Course Success



TBR
Denley, 2016

Successful Corequisite Students Pass Almost All Courses
Unsuccessful Corequisite Students Pass Very Few Courses



The Bottom Line

- Students who pass Corequisites and college-level – **regardless of ACT** – pass almost all their courses
- Students who fail Corequisites and college-level – **regardless of ACT** – fail almost all their courses
- The challenge is not academic readiness, but college readiness

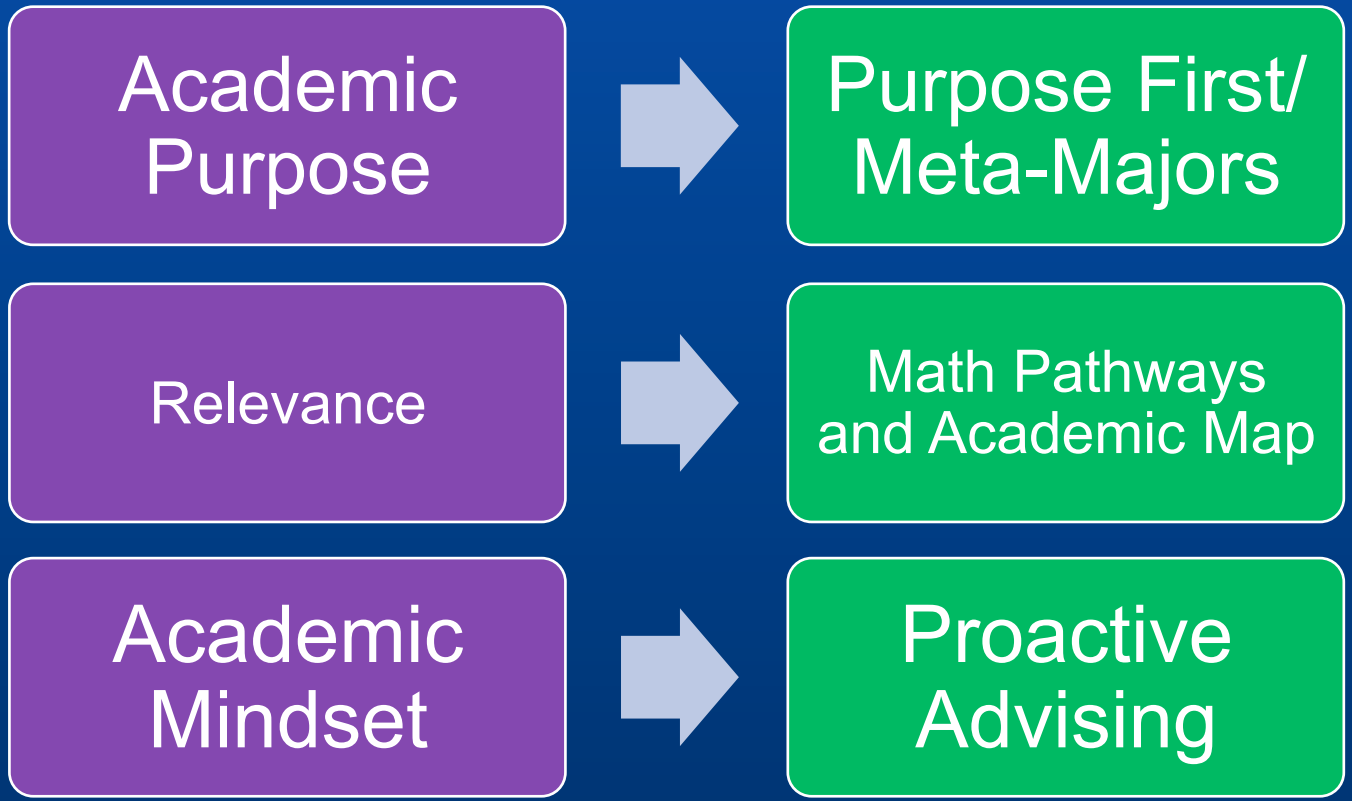
Academic Purpose and Mindset

Students who have…

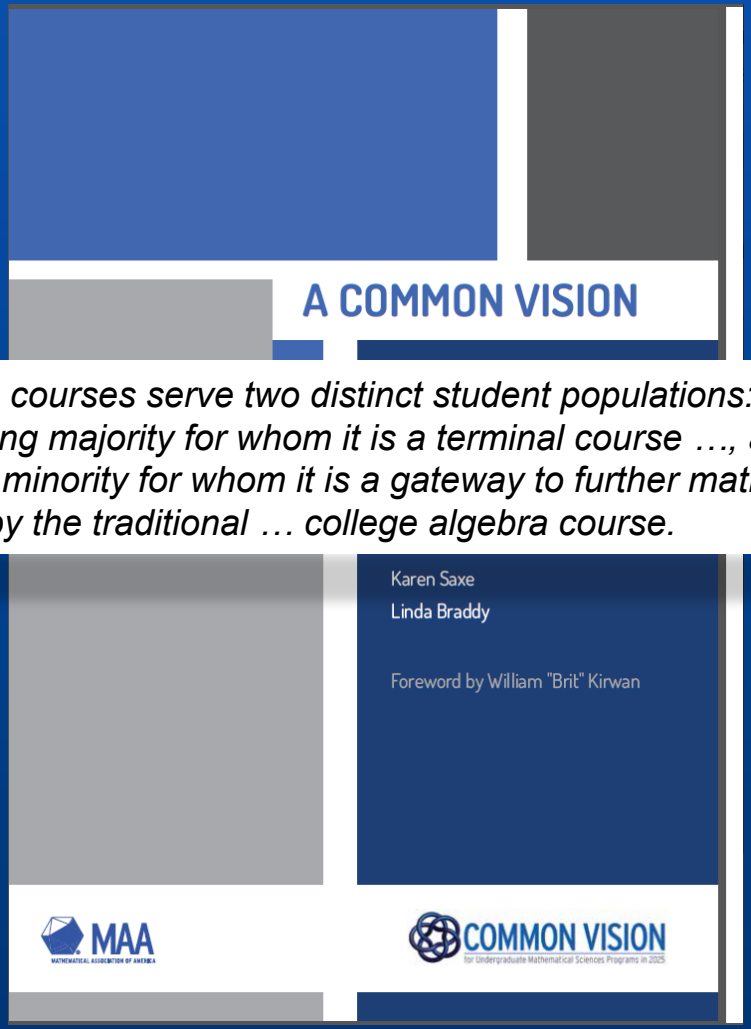
- A clear academic purpose
- Understand the relevance of gateway courses
- Have a strong academic mindset

…perform better

Building Academic Purpose and Mindset

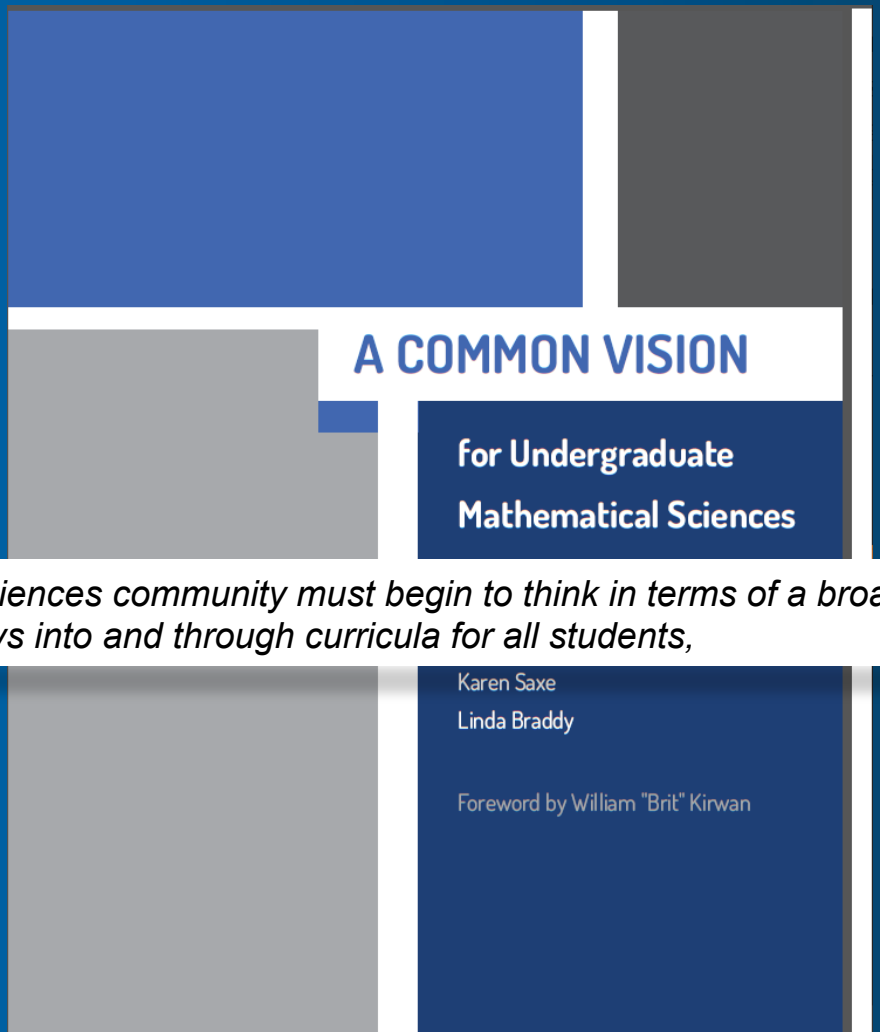


#MathPathways



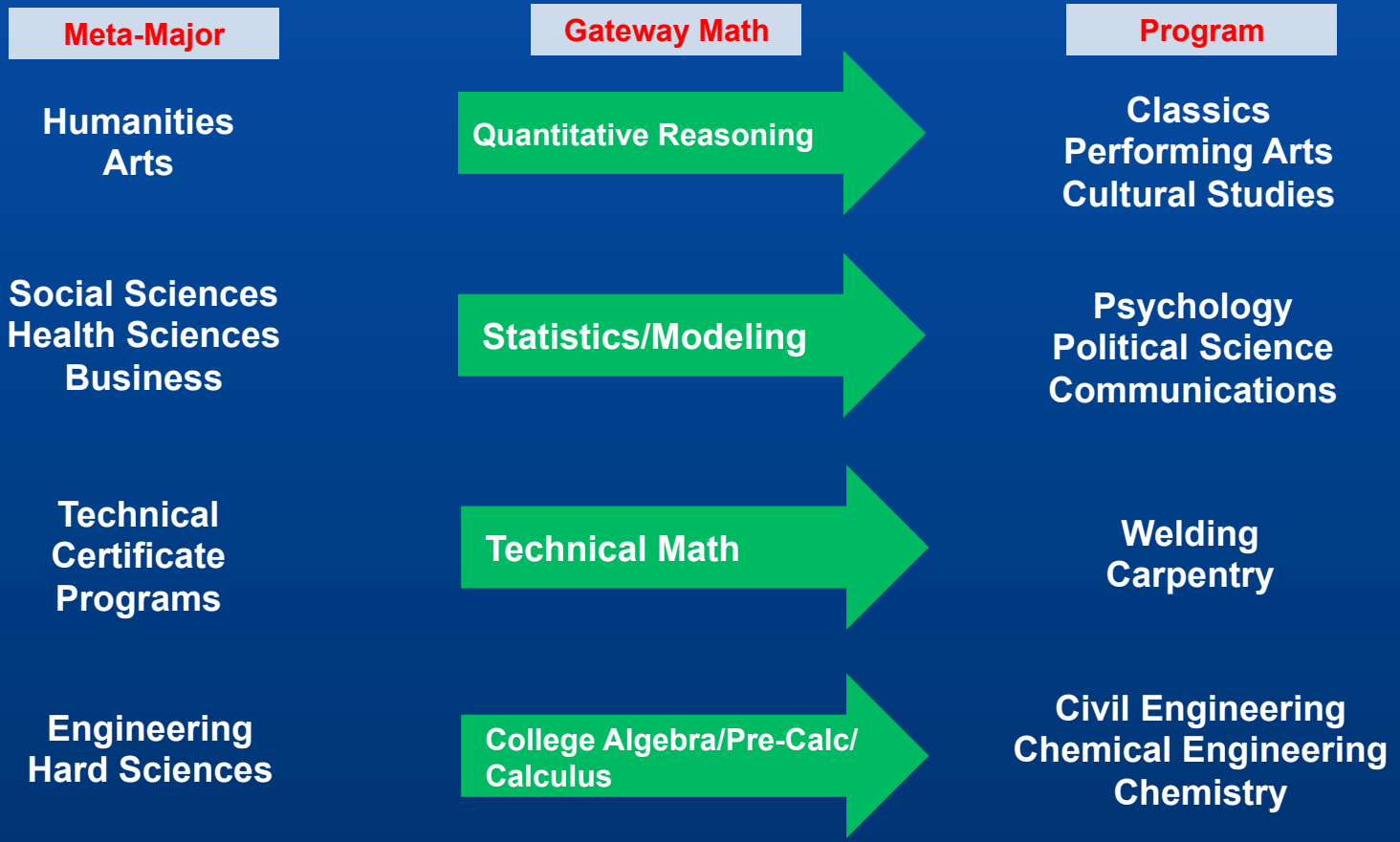
college algebra courses serve two distinct student populations: the overwhelming majority for whom it is a terminal course …, and the relatively small minority for whom it is a gateway to further math. Neither group is well-served by the traditional … college algebra course.

College Algebra's Purpose Is Preparation for Programs Requiring Calculus



The mathematical sciences community must begin to think in terms of a broader range of entry-level courses and pathways into and through curricula for all students,

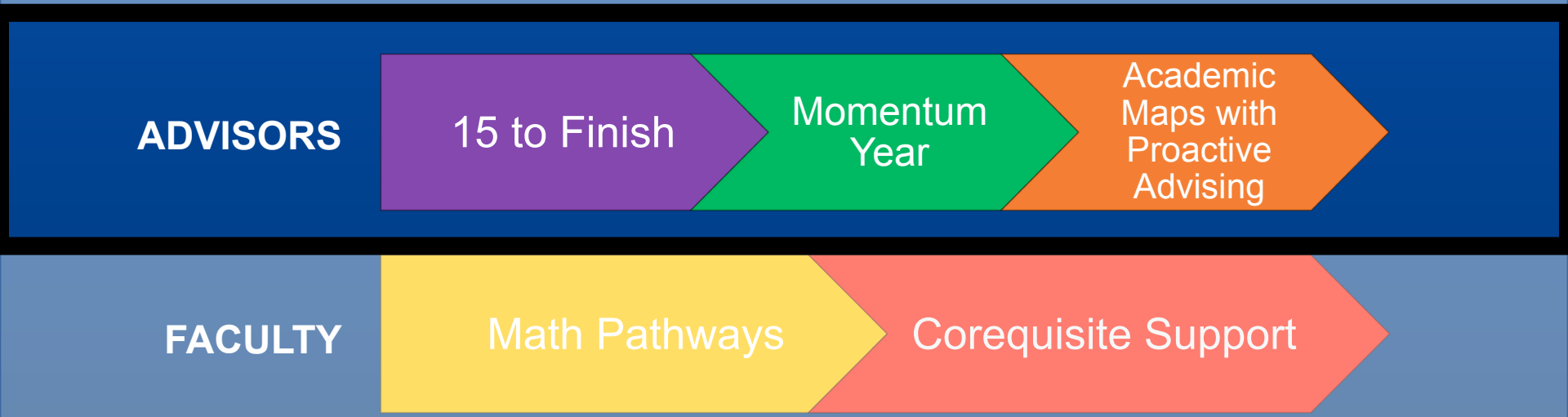
Math Is Aligned to Majors



Math Aligned to Major

- Applicable to Program of Study Requirements
- Transferable into Programs of Study at Receiving Institutions
- Designed to be delivered with a Corequisite for Underprepared Students
- A Key Component of Pre-Major Advising

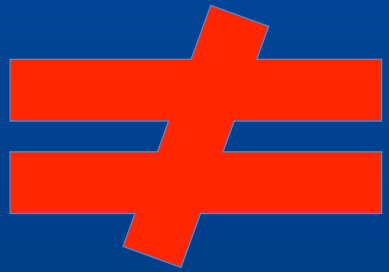
MOMENTUM PATHWAYS



Advisor-Based Strategies

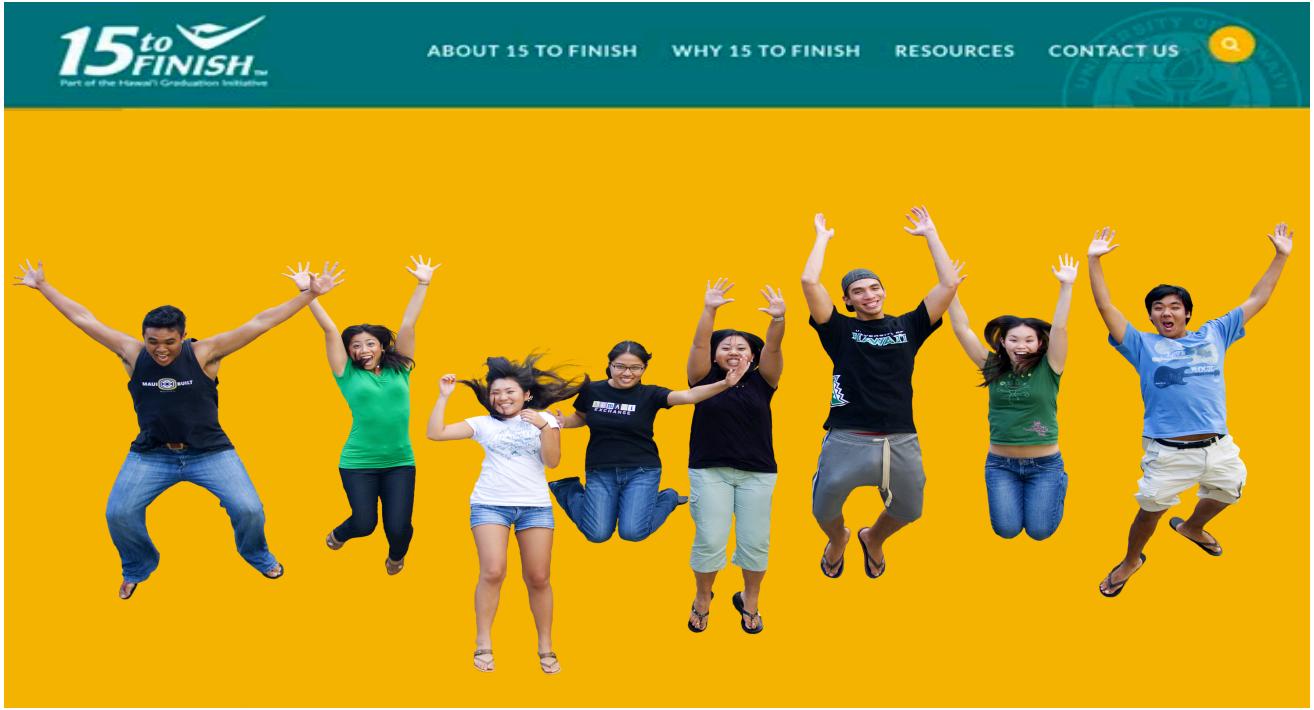
#15toFinish

Full-time



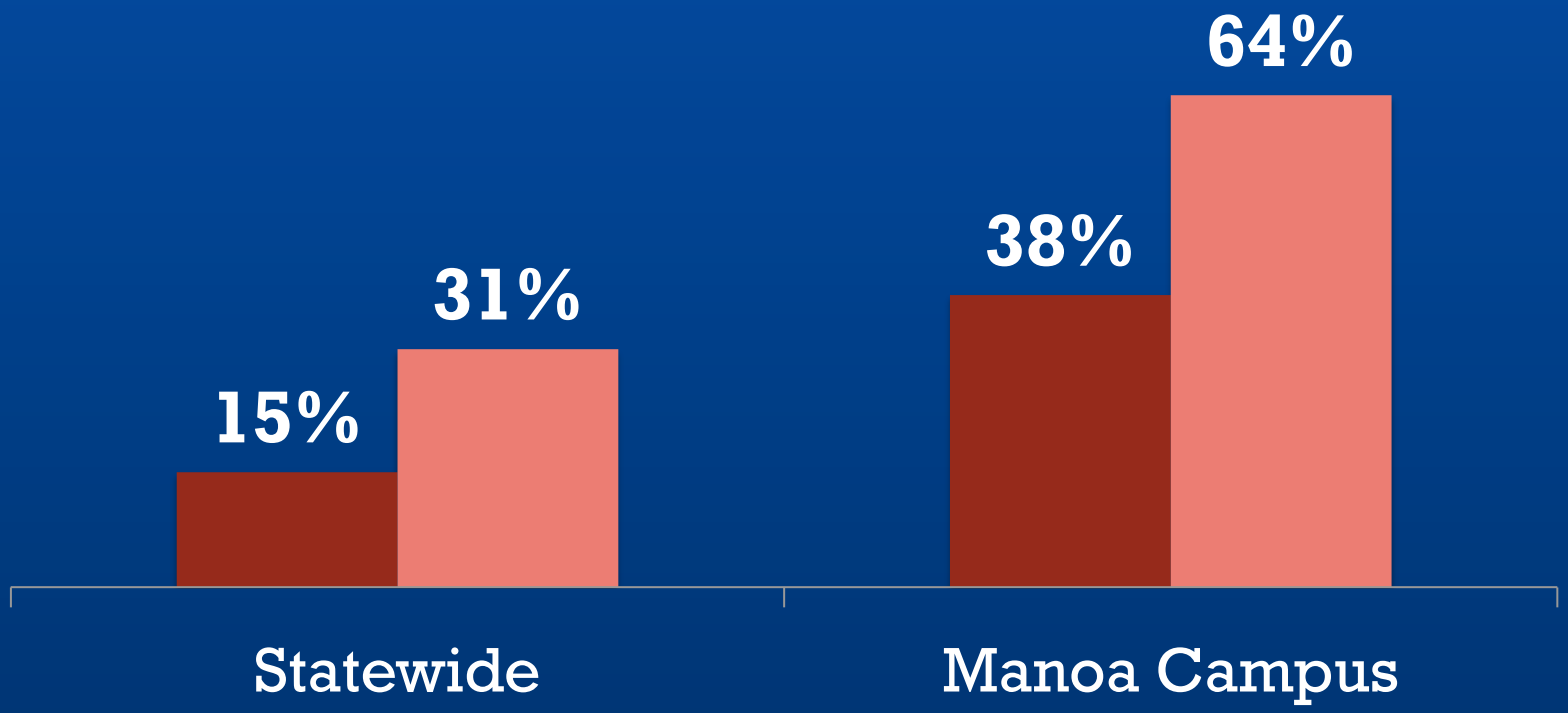
On-Time

University of Hawai’i

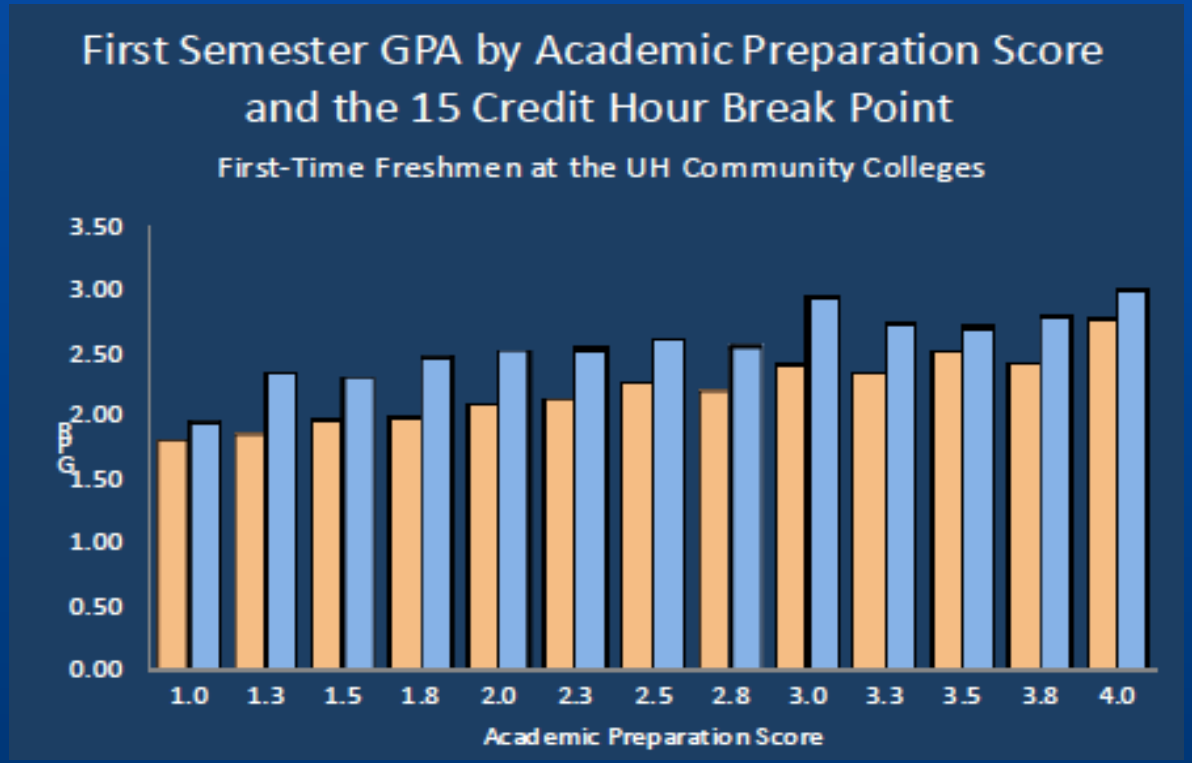


Hawai'i's Results:

Students Taking 15 Credits
2011 v. 2015

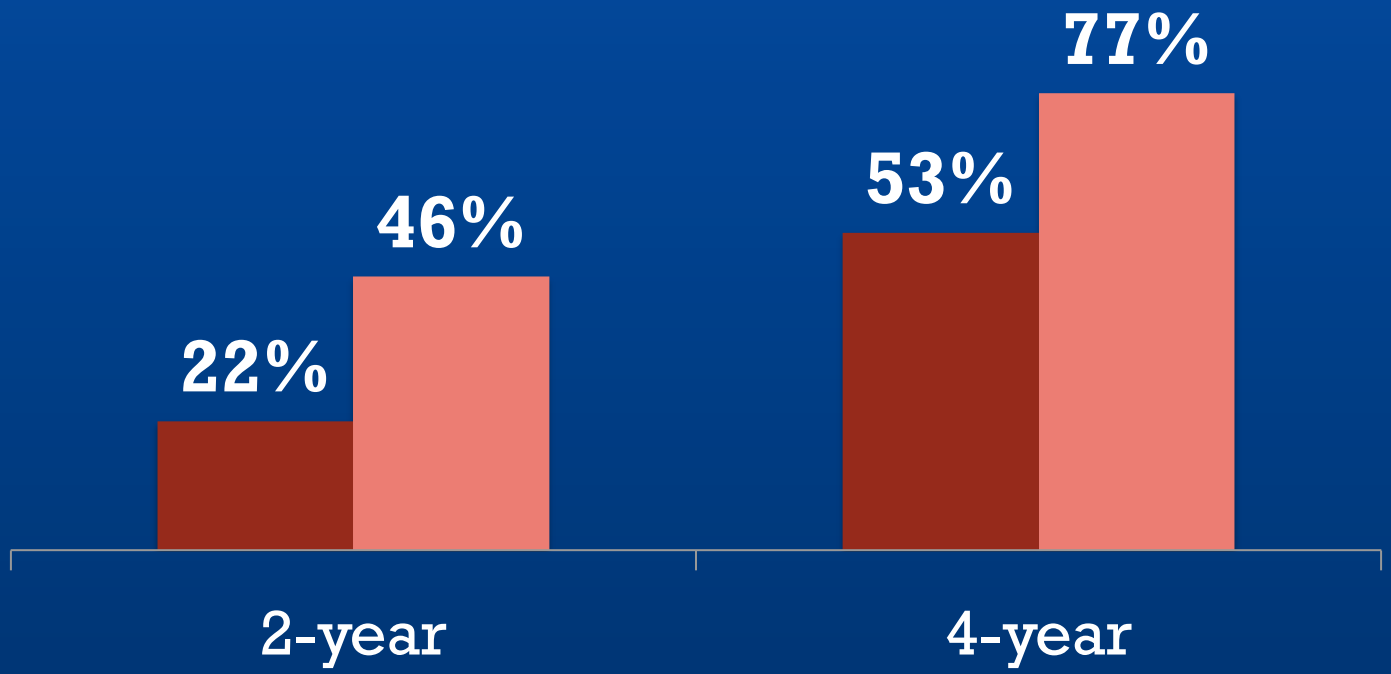


At every level of academic preparation students taking >=15 hours had higher GPAs



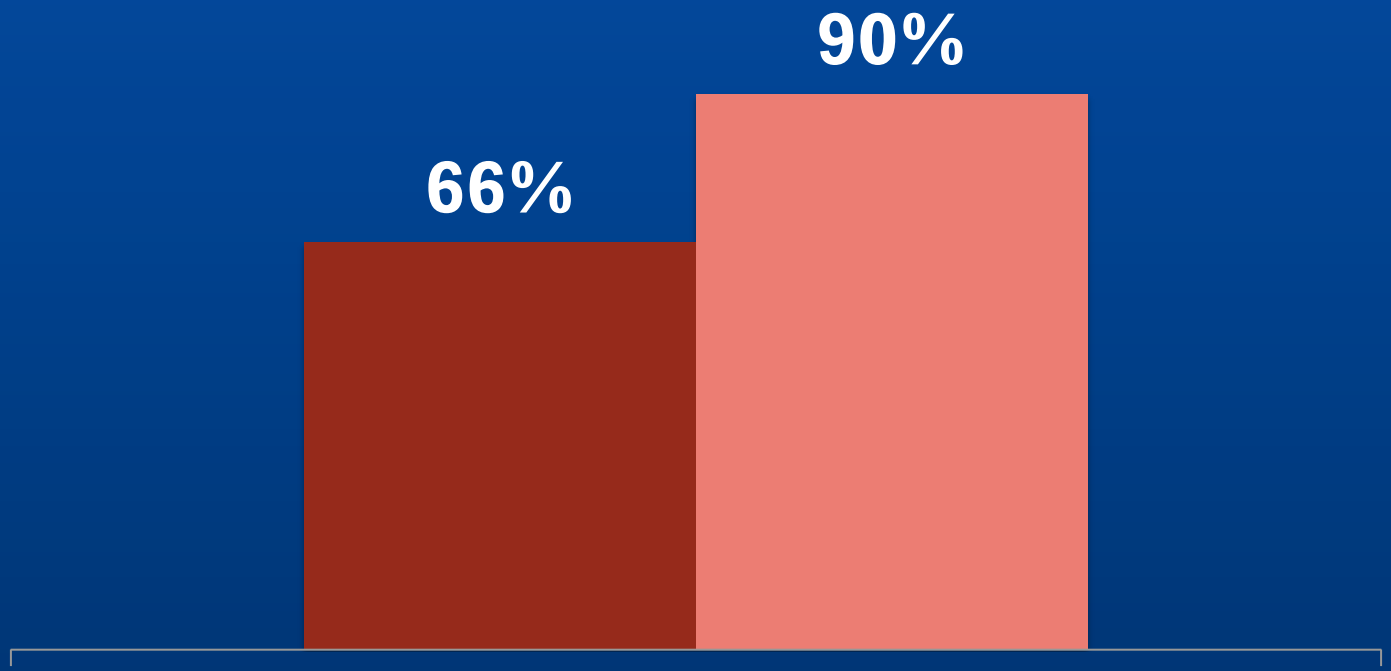
Indiana's Results:

21st Century Scholars Taking 15 Credits 2013 v. 2015



Mississippi Valley State University Results:

Students Taking 15 Credits
2013 v. 2015



15
CREDITS A SEMESTER
TO GRADUATE ON TIME
#15TOFINISH

POSTERS

Momentum Year

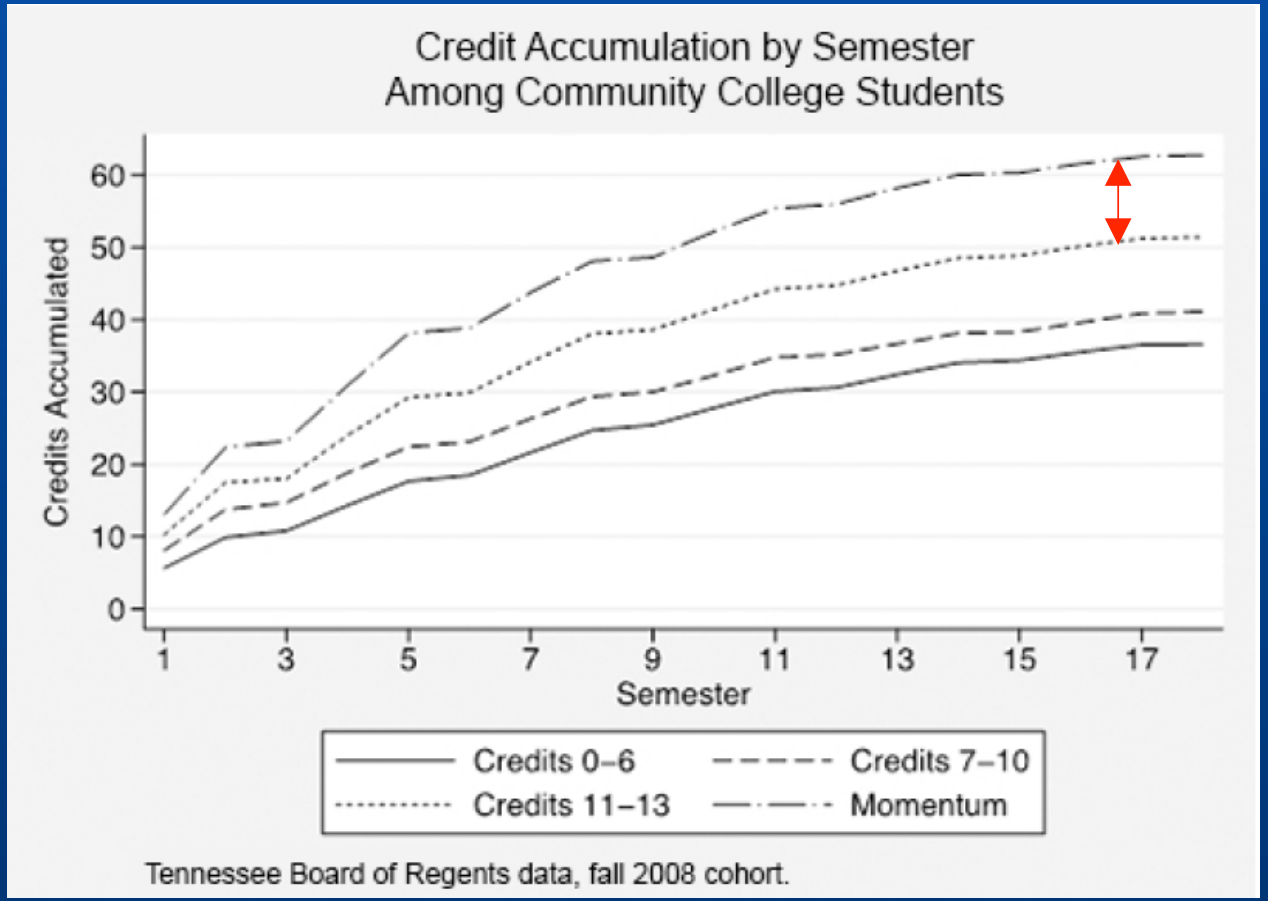
STUDENT MOMENTUM

In the first year of enrollment students who…

- Earn 30 credits in first year
- Complete math and English gateway courses
- Enter a program of study
- Complete nine program credits

…are far more likely to graduate.

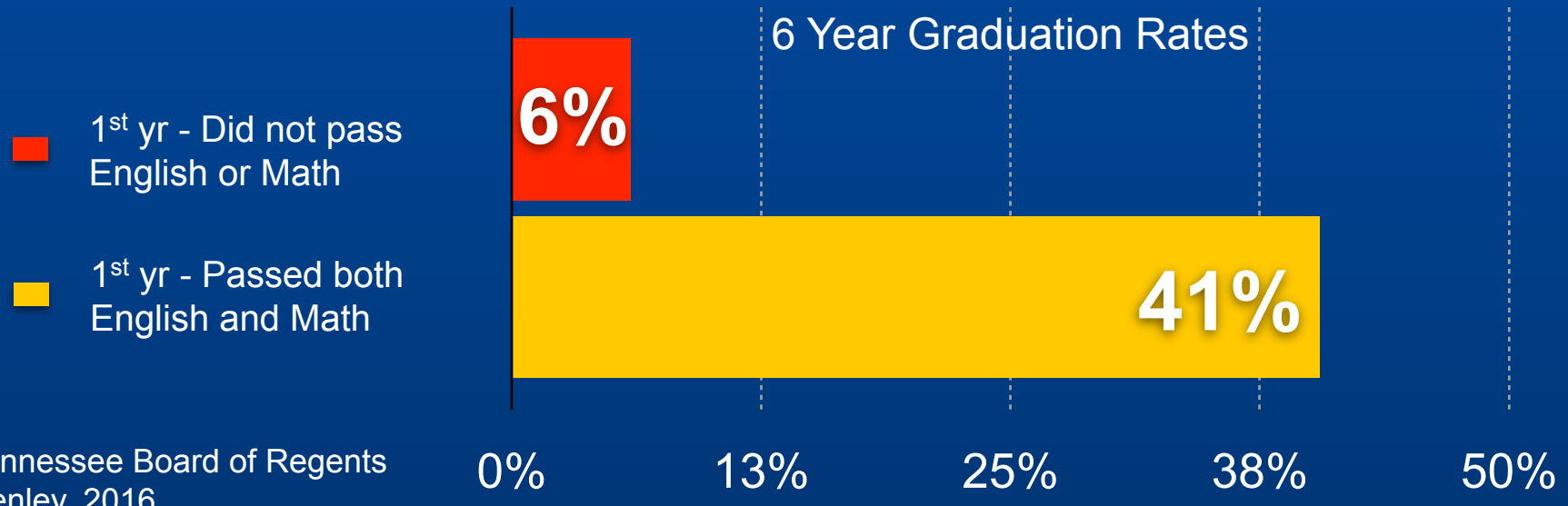
15 Credits in 1st Semester Creates Student Momentum



Belfield, Jenkins and Lahr, 2016

Completion of Gateway Math and English Creates Momentum

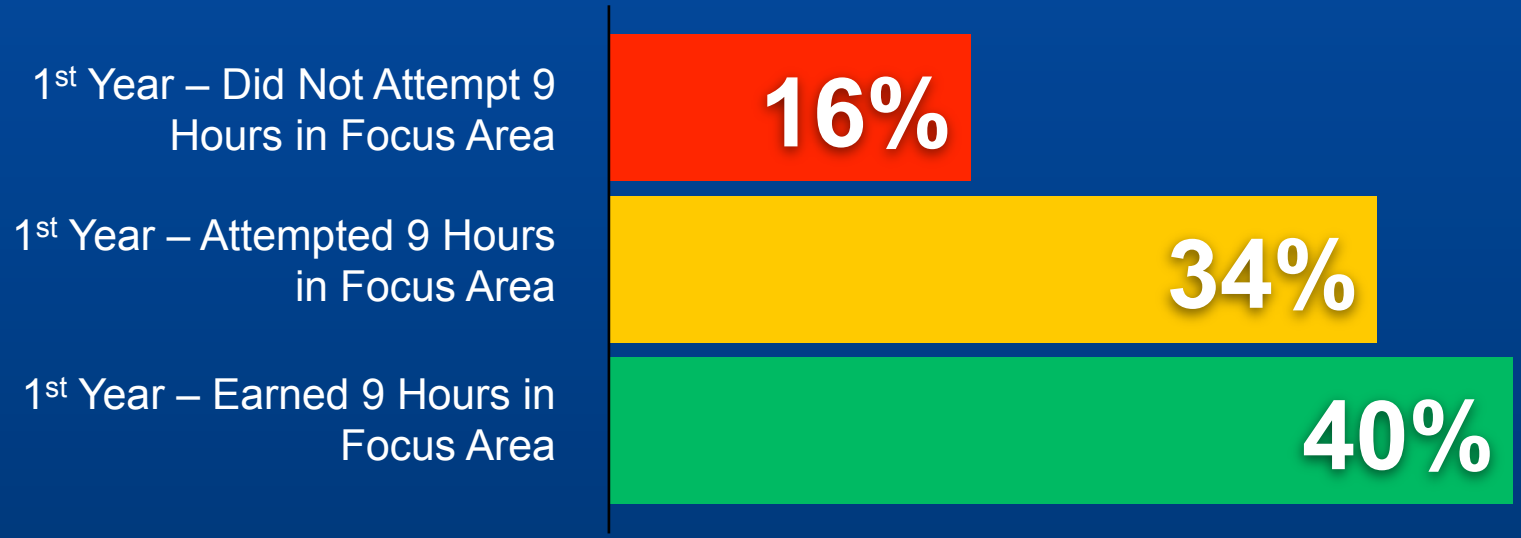
Community College English and Math



Tennessee Board of Regents
Denley, 2016

Nine Credits in Program First Year Creates Momentum

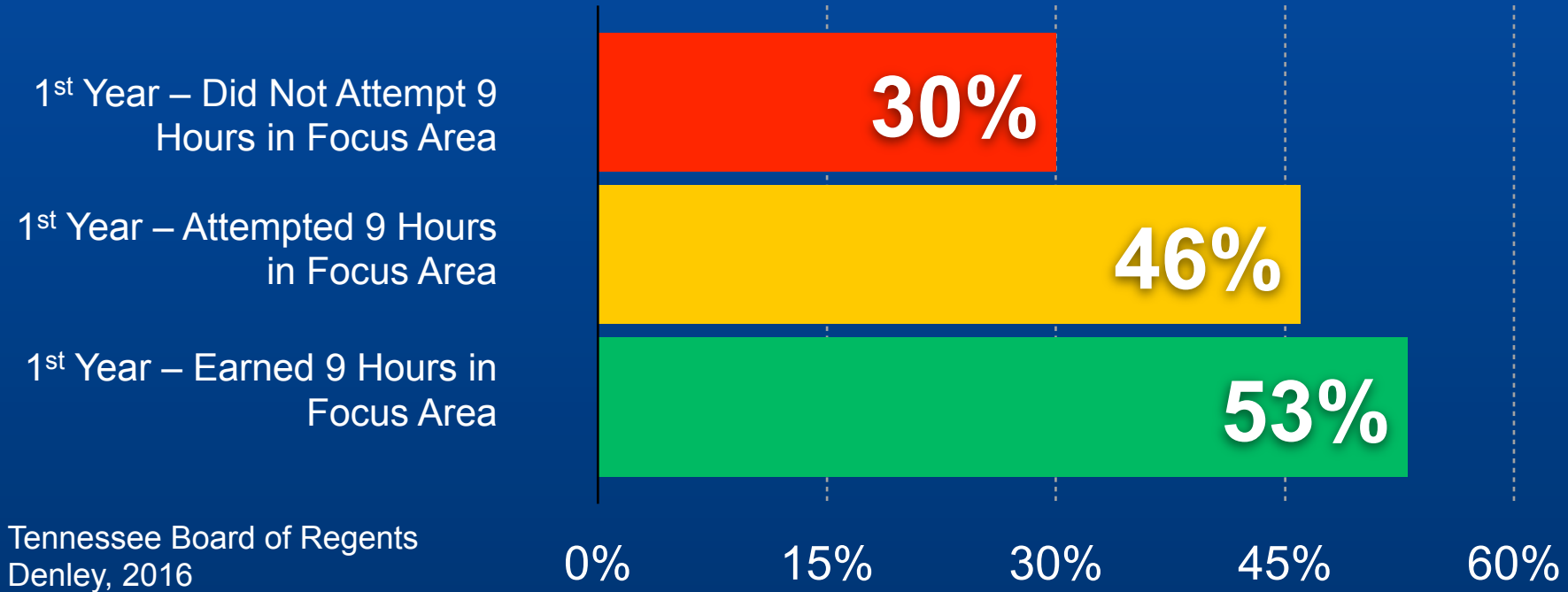
6 Year Community College Graduation Rates



Tennessee Board of Regents
Denley, 2016

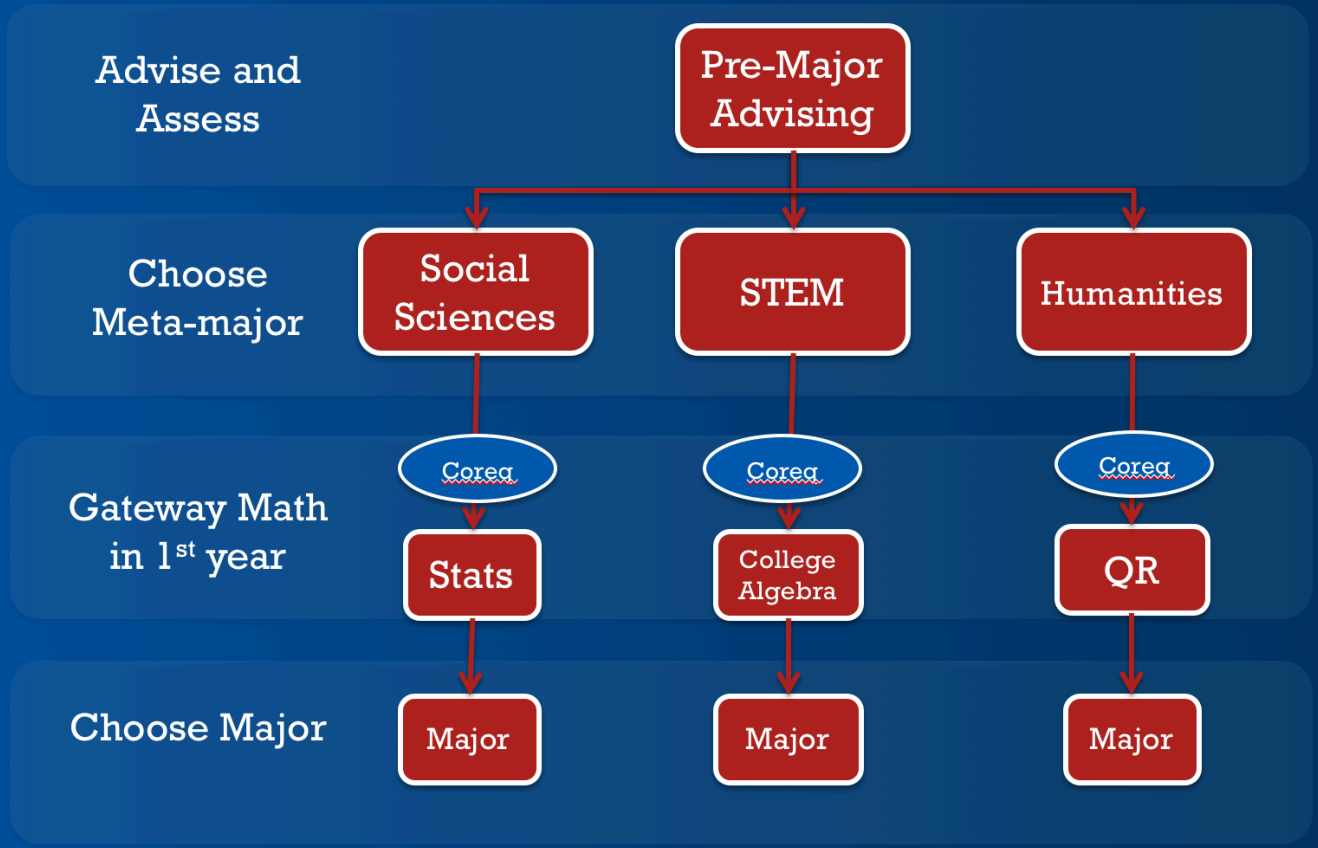
Nine Credits in Program First Year Creates Momentum

Six Year Community College Graduation Rates



Tennessee Board of Regents
Denley, 2016

A Model Pathway



How do students determine the path they should pursue?

#PurposeFirst

Questions for a Potential Nursing Student

- Are you prepared for Chemistry 101?
- Do you like working with people?

Real-life Questions

- How do you feel about working with BLOOD and BEDPANS?

How does an institution implement Momentum Year?

Option 1: Academic Policy & Advisor Training

Option 2: Momentum Year Default Academic Maps

Academic Maps and Proactive Advising

Academic Maps

FIRST-YEAR CORE

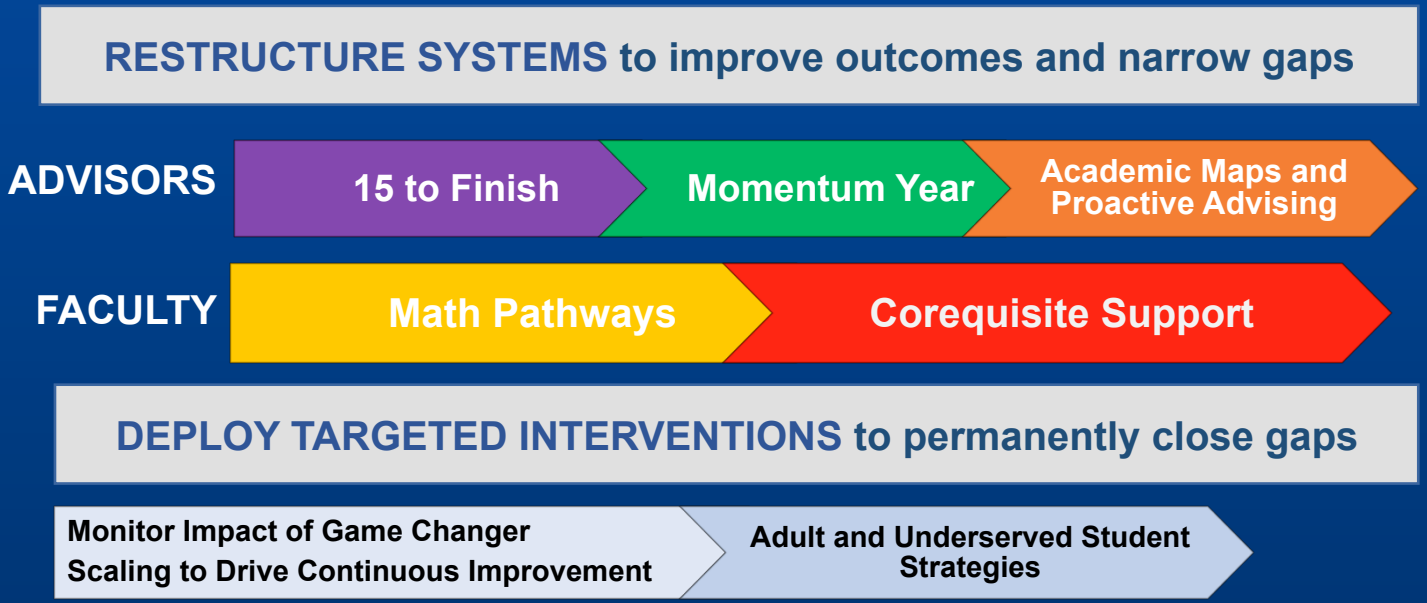
TERM 1		TERM 2	
English 101 | English 101+	3 credits	English 102 | English 102+	3 credits
Pre-calc 101 | Pre-calc 101+	3	Calculus 101 | Calculus 101+	3
Biology, Chemistry, or Physics Core w/lab	4	Bio, Chem, or Physics Core w/lab	4
Biology, Chemistry, or Physics Core w/lab	4	Biology, Chemistry, or Physics Core w/lab	4
Student Success Seminar	1	STEM or Engineering Options Seminar	1
CREDITS	15	CREDITS	15

Staying on the Path: Proactive Advising

Students see their advisors if:

- They fall off the pathway
- They are at risk of not succeeding
- They need special assistance or a customized pathway

Scaling Student Momentum



A Better Deal for Returning Adults

STEP 1:
Build Smarter Schedules

15

CREDITS A SEMESTER
TO GRADUATE ON TIME

#15TOFINISH

What's Really the Issue?

15

OR

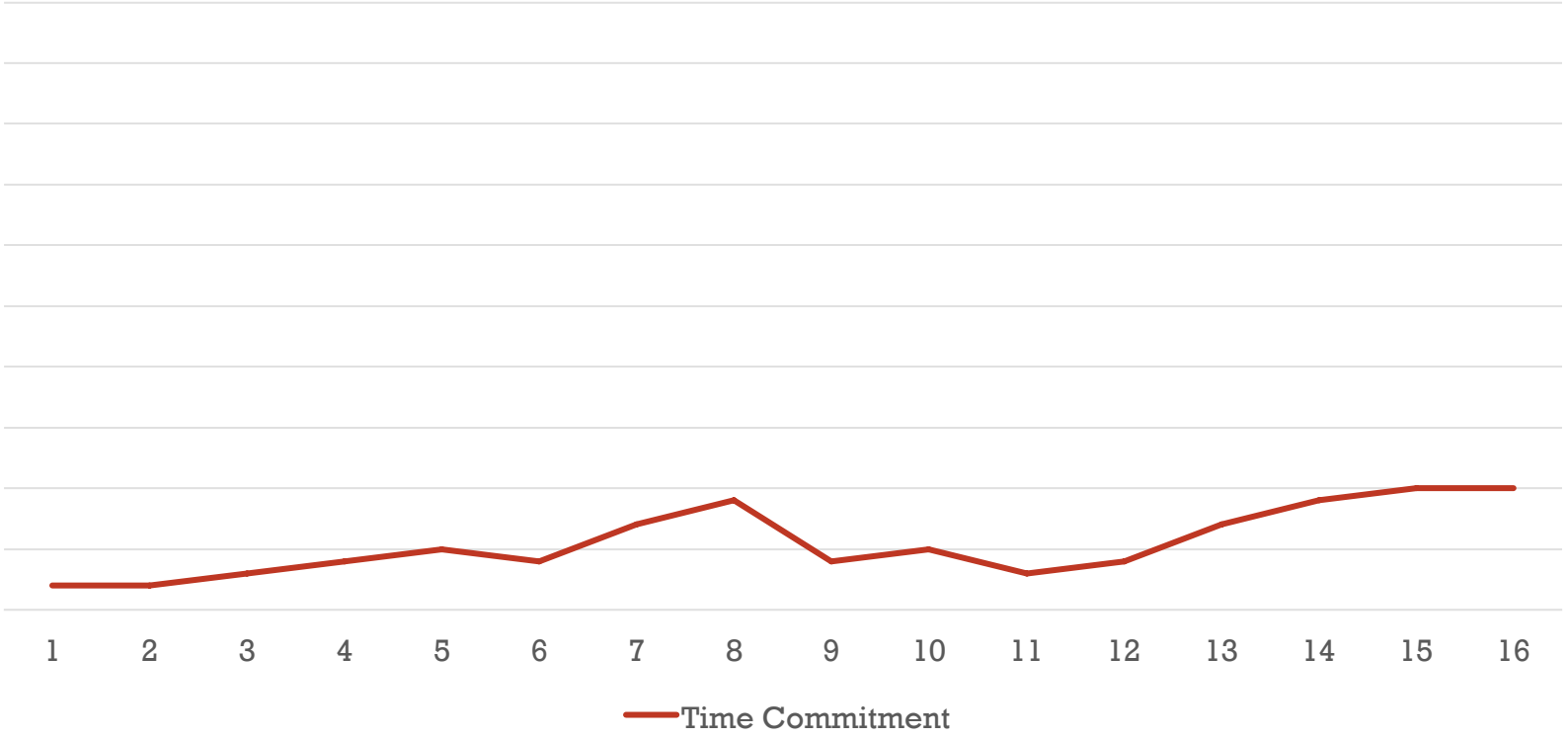
5

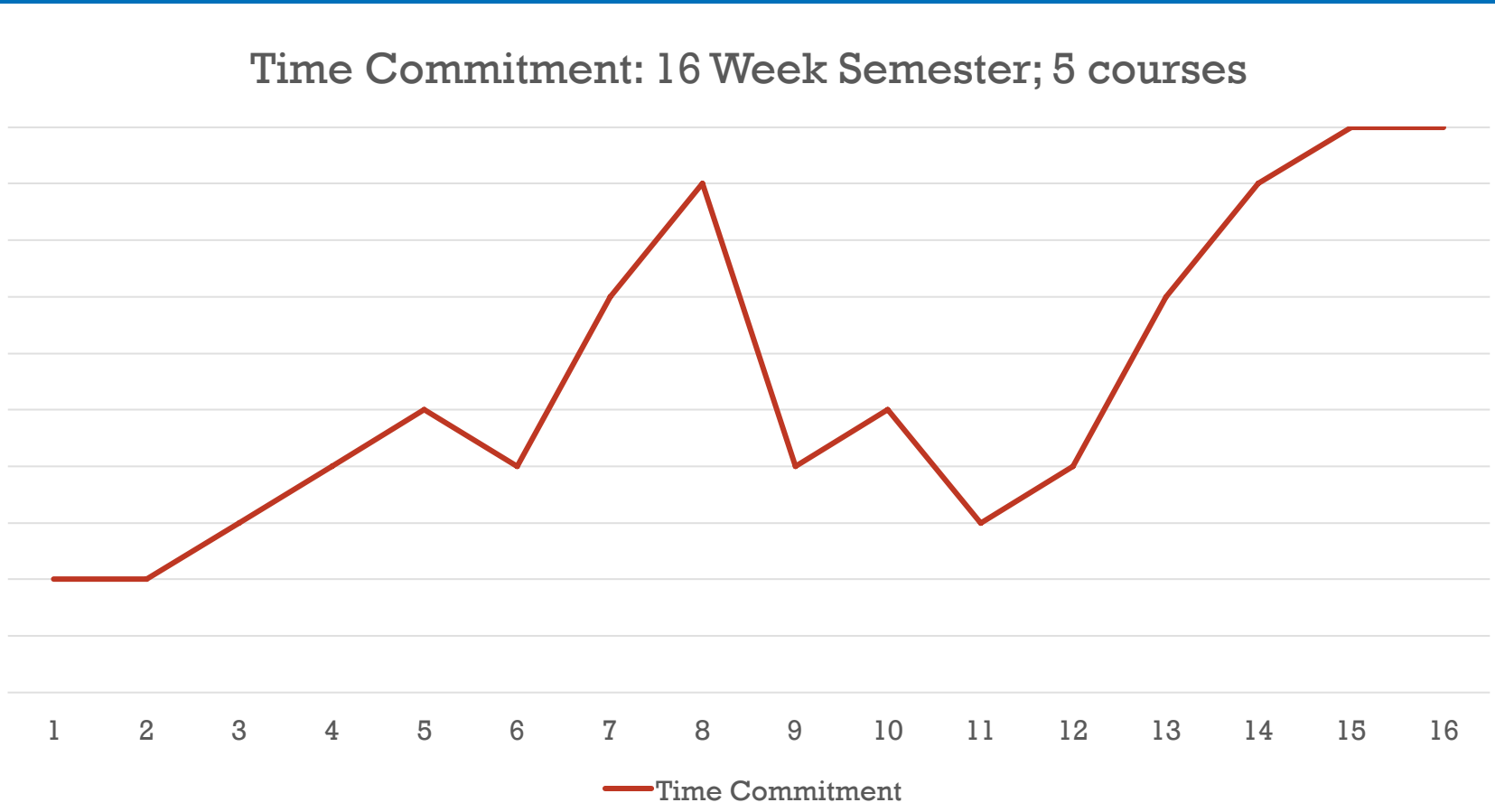
5

Professor Relationships
Sets of Deadlines to Remember
Strands of Content to Absorb
Mid-Terms and Final Exams

…while also keeping track of life

Time Commitment: 16 Week Semester; 1 course




Time Commitment: 16 Week Semester; 5 courses
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
Time Commitment

Redesigned Schedule

Solve for 5 instead of 15: Compressed Courses

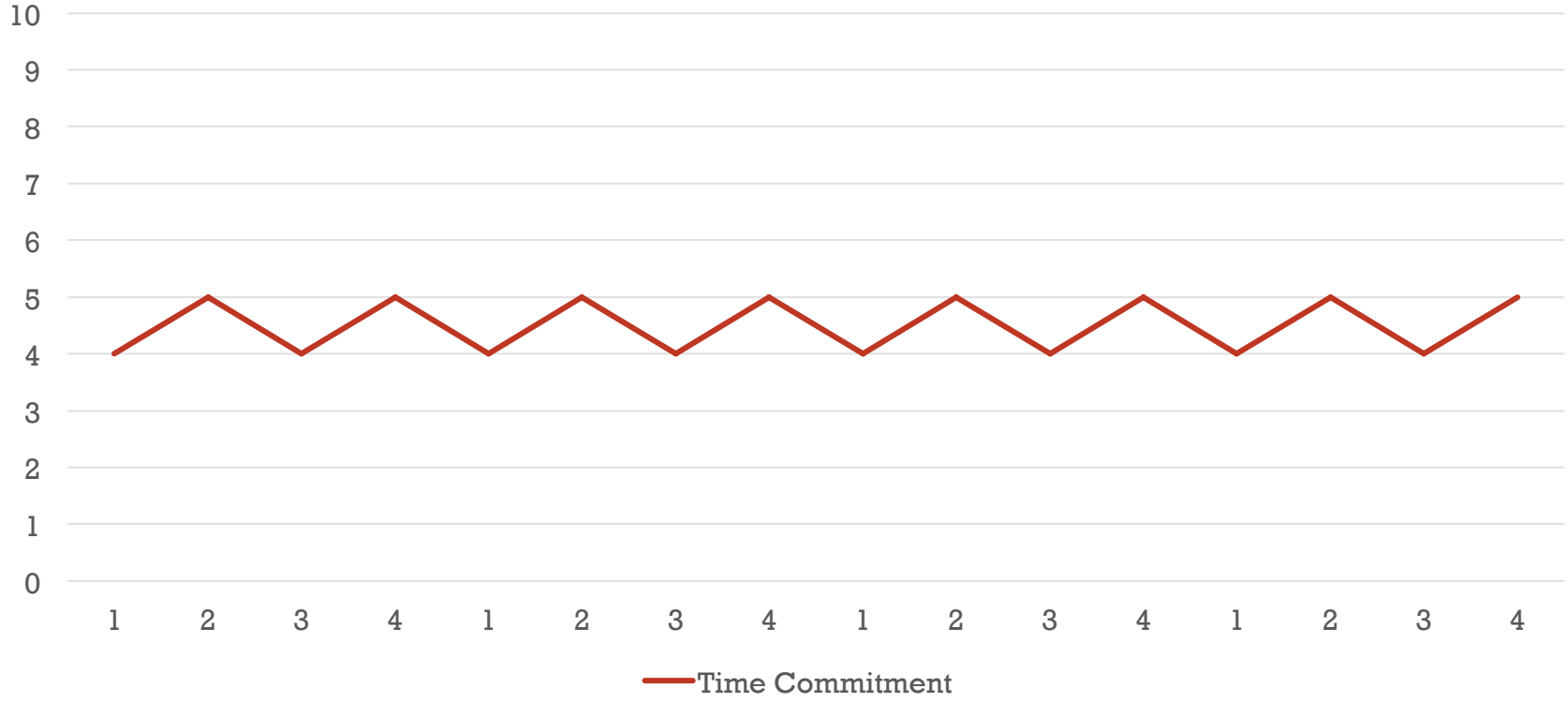
- Shorter Terms
- Fewer Courses per Term
- Year-Round Enrollment
- Consistent Time/Days on Campus

1 or 2

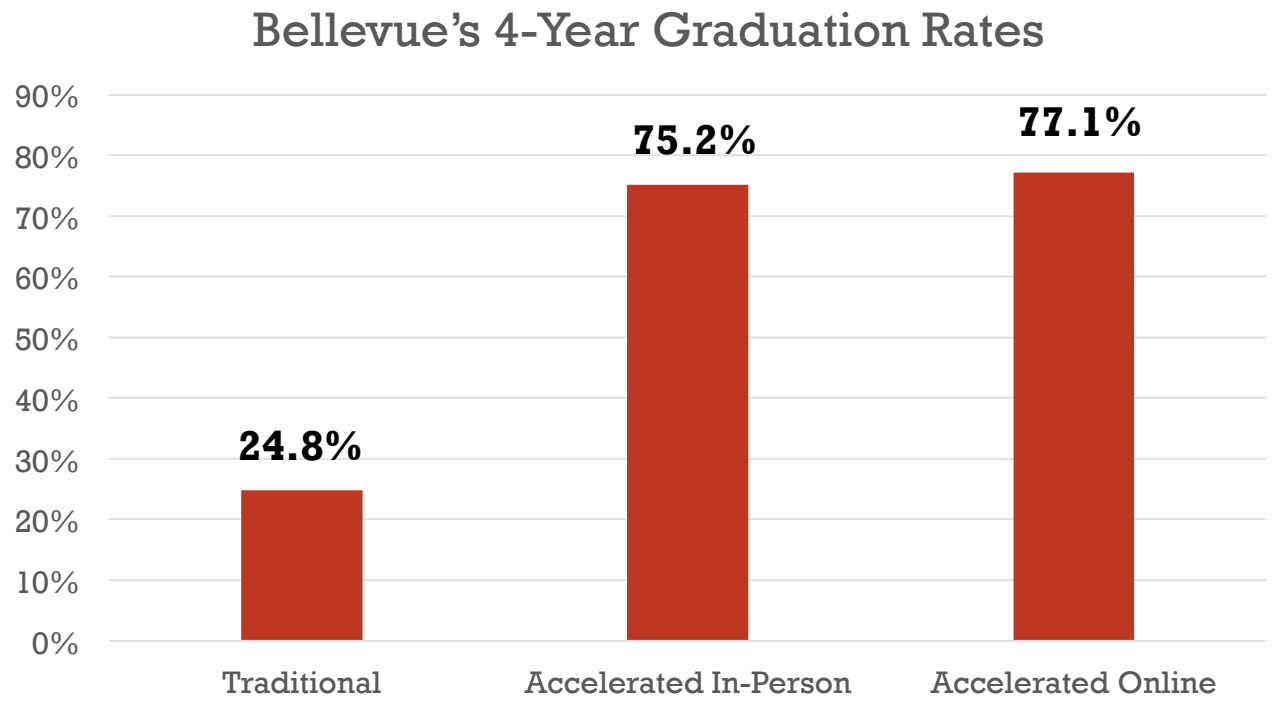
Professor Relationships
Sets of Deadlines to Remember
Strands of Content to Absorb
Mid-Terms and Final Exams

…while also keeping track of life

Time Commitment: 4-week terms, 1 course per term



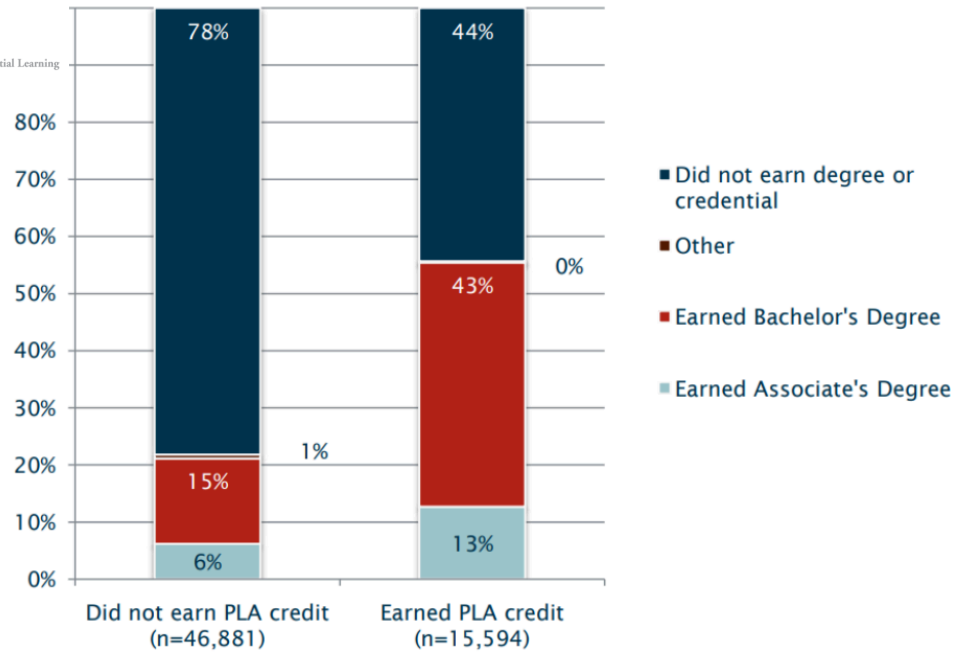
Compressed Courses Get Big Results



STEP 2:
Honor What Students Already Know

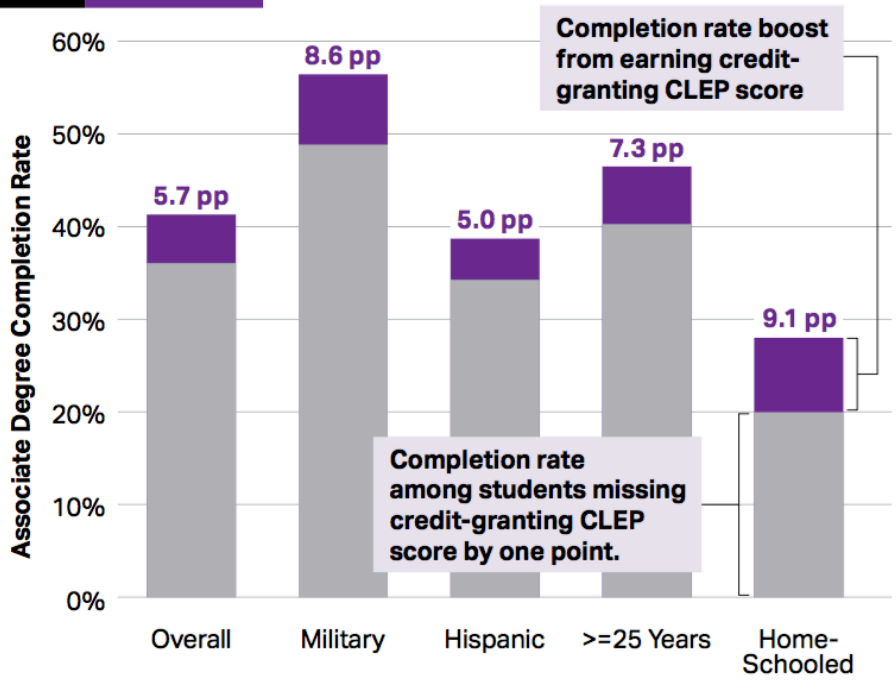
Correlation

CAEL
The Council For Adult & Experiential Learning



Causation

CollegeBoard CLEP



Prior Learning Assessment is Everywhere but Lives Nowhere

Exams	Portfolios	Certifications
• CLEP • DSST	• Learning Counts • Faculty-Driven	• ACE • Faculty-Driven

Credit for Competency

If it works, bake it into the cake: Embedded Credit for Competency Process

- Required for all adult students
- Designed to maximize credits earned
- Credits transcripted promptly

UNIVERSITY OF LOUISVILLE

3-Credit Course leads students through reflection and PLA process:

STEP 3:
Provide a Coach

CCA-ism:
The longer it takes, the more likely that life gets in the way.

CCA-ism:

The longe takes,

the likely that

gets in the way.

LIFE WILL GET IN THE WAY

Dedicated Coach

Assign a coach to each adult student

- Single coach from start to finish
- Trained to build relationship & trust
- Equipped to intervene in institutional policy and practice
- Knowledge of external resources

InsideTrack's Coaching Results

PENN STATE

46% improvement in enrollment conversion

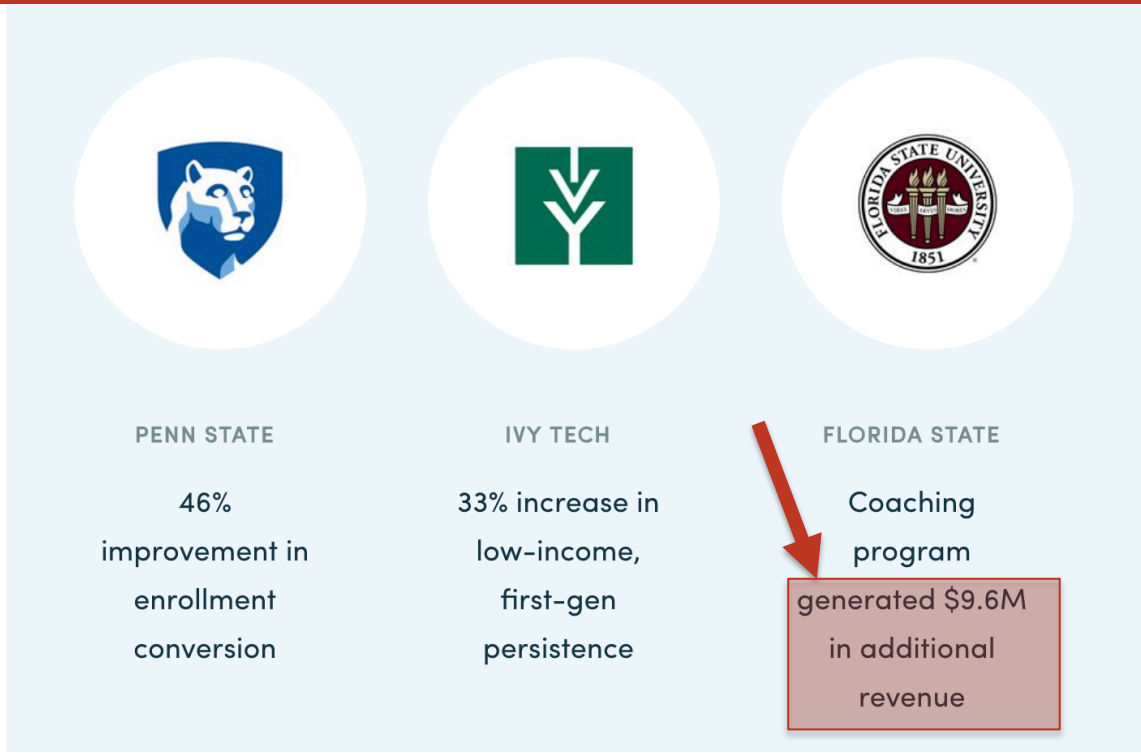
IVY TECH

33% increase in low-income, first-gen persistence

FLORIDA STATE

Coaching program generated $9.6M in additional revenue

InsideTrack's Coaching Results



THE CAMPAIGN

Proactive Reengagement

Adults are welcomed back – with the promise of a Better Deal

Avenues to reach potential returning adult students include:

- Direct marketing
- Reverse Transfer efforts
- Employer partnerships

Scaling Student Momentum

ESTABLISH THE CONDITIONS to catalyze change

- Form a Beliefs Compact
- Create a Diverse Team
- Set Attainment and Equity Goals
- Collect and Disaggregate Data
- Align Funding to Outcomes

RESTRUCTURE SYSTEMS to improve outcomes and narrow gaps

ADVISORS

- 15 to Finish
- Momentum Year
- Academic Maps and Proactive Advising

FACULTY

- Math Pathways
- Corequisite Support

DEPLOY TARGETED INTERVENTIONS to permanently close gaps

- Monitor Impact of Game Changer Scaling to Drive Continuous Improvement
- Adult and Underserved Student Strategies

James McCoy

Associate Vice President of Academic Affairs,
College of Southern Nevada

Academic Maps

James R. McCoy
Associate Vice President, Academic Affairs
College of Southern Nevada

Some Challenges
Quantitative Outcomes

- Low Persistence Rates Leading to Low Graduation Rates
- Students Not Completing Gateway Math & English Early (or at all)
- Accumulation of Excess Credits
- For Those That Do Complete, The Time to Degree is too Long
- Excessive Student Debt

Why Do Students Get Off Track?
When We Asked Students Why…

- Never on a "track" to begin with
- Lack of "on time" academic advising
- Catalogs are difficult to comprehend
- Do not understand course pre-requisites
- Do not understand course sequencing
- Students withdrawal or fail courses
- Required courses are not available at right time
- Students change majors (multiple times)

General Education Requirements from a Catalog

GENERAL EDUCATION REQUIREMENTS

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)

Academic Maps

- Term-by-term sequence of courses required to complete the degree on time
- Translates degree requirements into a simple road map
- Students simply register for the courses that are *required* of them as identified on academic map
- Built with early completion of gateway math & English as well as 9 credits from student's field in first year

Benefits of Academic Maps

- Save students time and money
- Students always know where they are & where they are going next
- Departments can predict student course needs
- Advisors can work proactively
- Faculty will have predictable schedules
- Classroom space can be optimized

The Big Goal

Guided Pathways to Success

Academic Maps Intersect with Other Strategies

- 15 to Finish
- Meta Majors (With General Education Alignment)
- Proactive and Regular Academic Advising
- Block Scheduling/Structured Schedules
- Early Completion of Gateway Math and English (co-requisite)
- Technology Integration (Static to Dynamic)

Academic Map

Communication

ASSOCIATE OF ARTS DEGREE (AA)

FULL-TIME STUDENT DEGREE PLAN

Add more semesters to modify this plan to fit part-time student needs.

FIRST SEMESTER	**Credits**
ENG 100 or 101 or 113	3-5
MATH 120 Fundamentals of College Mathematics	3
Complete Social Science (see courses this page)	6
COM 101 Oral Communication	3
TOTAL CREDITS	***15-17***

SECOND SEMESTER	**Credits**
ENG 102 or 114	3
Natural Science (no lab)	3
COM 133 Culture and Communication	3
PSC 101 Introduction to American Politics	4
COM 102 Introduction to Interpersonal Communication	3
TOTAL CREDITS	***16***

THIRD SEMESTER	**Credits**
Phil 102 Reasoning and Critical Thinking	3
Sociology 101 Principles of Sociology	3
Complete COM Electives (see courses this page)	9
TOTAL CREDITS	***15***

FOURTH SEMESTER	**Credits**
ENG 223 Themes of Literature	3
Natural Science[1] (with lab)	4
COM 216 Survey of Communication Studies	3
Complete COM Electives (see courses this page)	5-6
TOTAL CREDITS	***15-16***

DEGREE PLAN TOTAL CREDITS **60-63**

Meta Majors

Arts, Humanities, Communication, & Design
Majors of study:
Communication
Graphic Communication
Journalism
Creative Writing
Photography
Theatre
Music
Dance
Art
Social & Behavioral Sciences
Majors of study:
Anthropology
Psychology
Sociology
Political Science
Women's Studies
Economics
Philosophy
History
Business
Majors of study:
Accounting
Business Management
Paralegal Studies
Computer Office Technology
Marketing
Real Estate
Culinary Arts & Hospitality
Majors of study:
Culinary Arts
Pastry Arts
Food and Beverage
Tourism, Convention, & Event Planning
Hotel Management
Education
Majors of study:
Early Childhood Education
Elementary Education
Secondary Education
Special Education
Public Safety
Majors of study:
Criminal Justice
Law Enforcement Training Academy
Fire Science Technology
Fire Technology
Management
Health Sciences
Majors of study:
Dental Assisting & Hygiene
Cardiorespiratory Sciences
Ophthalmic Technology
Radiation Therapy
Surgical Technology
Practical Nursing
Nursing
Science, Technology, Engineering, & Math (STEM)
Majors of study:
Engineering Technology
Computing Information Technology
Biological Science
Physical Sciences
Industry, Manufacturing, Construction, & Transportation
Majors of study:
Air Conditioning Technology
Automotive Technology
Construction Management
Facility Maintenance & Manufacturing
Apprenticeship Studies

Guided Pathways at CSN
A Phased Approach

- CCA Summit
- Involvement from Faculty and Staff
- Build Static Maps Through Collaboration
- Building Meta Majors to Tie to Pathways
- Aligning General Education within Meta Majors
- Amp up Academic Advising
- First Year Experience with Guided Exploration
- Move from Static to Dynamic
- Leverage Technology (Degree Planner)
- Outcome Assessment: Analyze Early & Share Regularly

Guided Pathways at CSN
Key Performance Indicators

- ***Leading* Indicators** (Early Momentum Metrics)
  - % of students who attempted 15/30 in one term/year
  - % of students who pass college level English and/or Math in one year
  - % of students who pass at least 9 college-credits in the student's field of study in year one
  - *Persisted* from term one to term two
  - Total college credits *attempted*
  - Total college credits *completed*
  - Credit pass rate

Adapted from AACC

Guided Pathways at CSN
Key Performance Indicators

- 1st Term to 2nd Term Persistence is UP
- Enrollment and Completion of Gateway Math & English is UP
- Avg. # of Credits Attempted AND Completed Each Term is UP
- True for ALL Students when Disaggregated by Subgroups

Academic Maps

Join Me for More Strategy & Outcome Data This Afternoon

James R. McCoy
James.McCoy@csn.edu
702-651-7357

Team Debrief

Please gather with your institutions

– Use the next 20 minutes to:

- Discuss and update your colleagues about the breakout session you attended
- Identify areas of strengths and challenges for each strategy within your institution
- Identify next steps in engaging your campus with the Momentum Pathways (GPS) project

What's Next

Moving to Implementation

- Build your campus Implementation Team
  - 6-7 individuals from your campus who will lead the work
  - Identify:
    - **Momentum Leader**- this person will be responsible for leading the project, coordinating the team, and meeting deadlines
    - **Director of Advising**
    - **Key Faculty Advising Staff**
    - **Faculty Leader**
    - **Student Serves Leader**
    - **Student Technology Specialist**

What's Next

Moving to Implementation

– Implementation Team Will:

- **May-June 2018:** Participate in institution specific webinars as coordinated by CCA staff
- **Summer 2018:** Meet once prior to Fall 2018 to beginning developing implementation plan
- **Summer 2018**: Community Colleges will participate in a workshop prior to Fall 2018
- **September 2018**: ALL institutions will participate in a 2 day **intensive** CCA lead Academy
- **Spring 2019:** Institutions will begin initial steps for implementation

WEST VIRGINIA MOMENTUM

LEADERSHIP MEETING

CHARLESTON, WV
FEBRUARY 27, 2018