



Temple College

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Early Insights from AACC Pathway Colleges

Community College Research Center, Teachers College, Columbia University has released an early insights report on implementing pathways in community colleges ([link](#)). The report is based on the work of the American Association of Community Colleges (AACC) Pathways Project. Below is an edited section from the executive summary.

- 1. Mapping pathways to student end goals.** During the first year of the project, the AACC Pathways colleges made substantial progress in mapping programs of study. Almost all of the colleges began to map programs, or planned to do so. Most were using broad career focused fields, or meta-majors, as a framework for their efforts. About a third were in the process of sequencing program courses and identifying critical courses and milestones for every program, but most were still planning to do so. Several were redesigning their websites around their program maps and meta-majors to show how each program connects to opportunities for employment and further education.
- 2. Helping students choose and enter a program pathway.** The AACC Pathways colleges made significant progress in building support for new students to explore career and college options and to develop academic plans. Most had implemented or were in the process of finalizing procedures for using meta-majors to help entering students choose a field of study. As part of the onboarding experience, colleges were moving toward requiring students to develop at least a preliminary full-program academic plan by the end of their first term.
- 3. Keeping students on path.** All of the AACC Pathways colleges are strengthening advising to help students make timely progress on their program plans and to enable appropriate interventions when students are floundering. By the end of the first project year, many of the colleges were implementing procedures and systems to monitor every student's progress on his or her program plan and to enable students to see what they have accomplished and how far they have to go.
- 4. Ensuring that students are learning.** Most of the AACC Pathways colleges have established learning outcomes for career programs and for general education, but they are recognizing that they need to revisit these learning outcomes based on the program maps they have created.

Temple College is in the second year of the Texas Pathways Project, an initiative sponsored by the Texas Success Center and modeled after the AACC Pathways Project. Click [here](#) for information about the Texas Pathways Project.

TEMPLE COLLEGE

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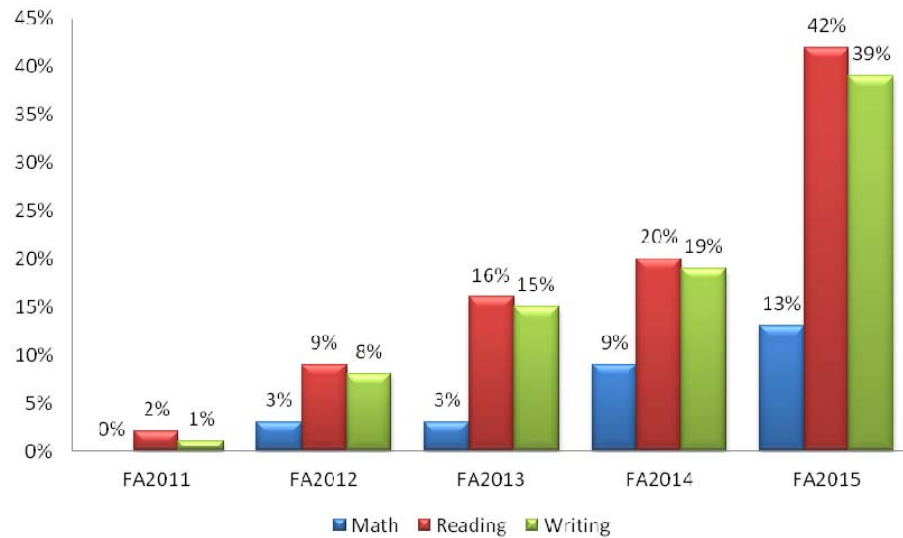
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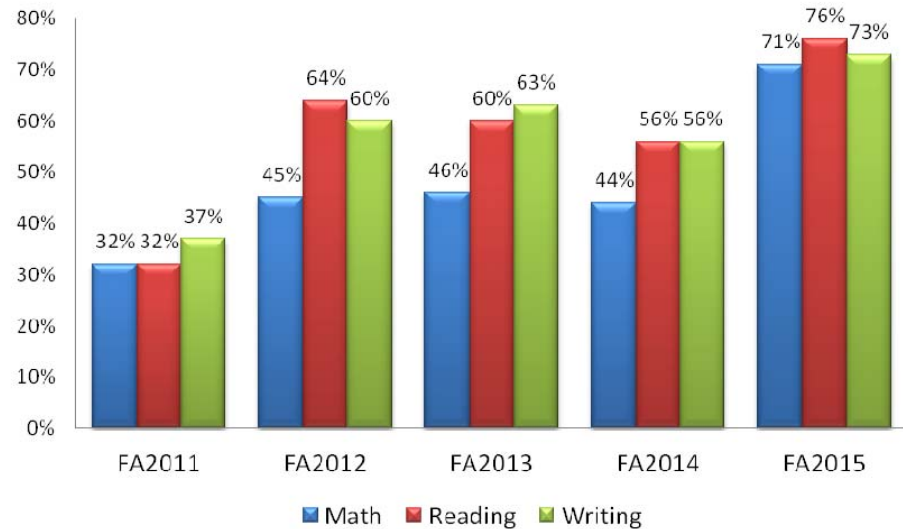
Data Snapshot: Developmental Education Accountability Measures Data

The most recent Developmental Education Report from the Texas Higher Coordinating Board shows improvement for Temple College students. The first metric on the report is the number of students requiring developmental education who completed a college level course in the designated developmental area within one year. The second metric is the number of students who completed their developmental education requirements within one year.

Percentage of developmentally required students who completed a college level course (grade A, B, or C) within one year



Developmental obligations met within one year



For copies of current and past Developmental Education Report click [here](#) or go to <http://www.txhighereddata.org/reports/performance/deved/>

