TRANSFORMING THE STUDENT EXF VIA PATHWAYS COMMUNITIES

Dr. Avis Proctor, North Campus President/VPAA

EXPERIENCE TIES @ BC



Learning Outcomes on how Broward College

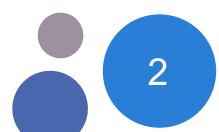
National Initiatives Involvement

Weekly Accountability and Data-Driven Decisions

Academic Innovations in Program Mapping

Enrollment, Retention, Completion & Placement

Pathway Communities Reorganization





National Initiatives



Community Colleges Count

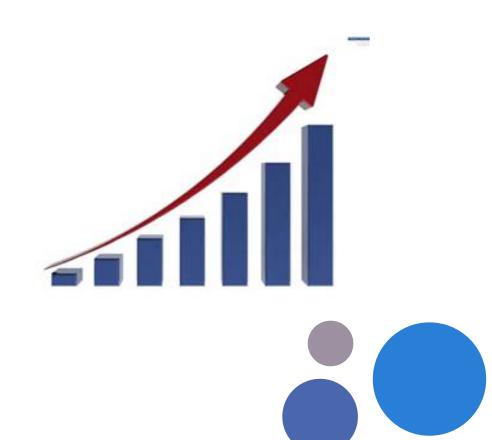






CCRC COMMUNITY COLLEGE RESEARCH CENTER





Framing the Conversation

Labor Market Alignment

- Catalog and Website Redesign
- Marketing and Messaging

SB 1720: Meta Major Academic Pathways Aligning the Stakeholders

Intentional Pathways

Career Center Enhancement

Taskstream and Seahawk Student

Performance-Based Funding



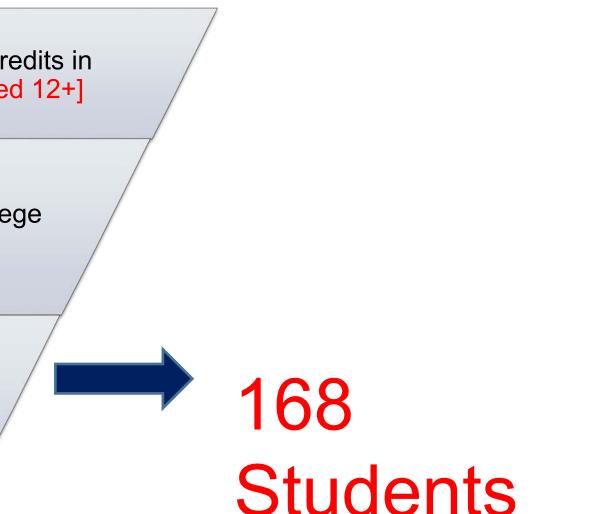


COMPELLING DATA: 2014 Fall Students & BROWARD COLLEGE www.broward.edu STRATEGIC PLAN: 2016-2017 GOAL 1 COMPLETION **48.7%** earned 6+ college credits in 1st semester [2.7% completed 12+] Exceed the three-year average number 23,22 of awards earned and postsecondary transfers in the 2017 state reporting year by 2%, from 22,770 to 27.8% earned 15+ college GOAL 2 🔷 RETENTION credits in 1st year Exceed the three-year average number of continuing students in the 2017 state reporting year by 2%, from 30,244 to > 2.8% earned 24+ GOAL 3 ENROLLMENT credits in 1st year 3 Achieve full-time equivalent (FTE) 30,000 student enrollment in the 2017 state reporting year of at least IP 0.2% earned

PATHWAY TO SUCCESS

OFFICE OF INSTITUTIONAL PLANNING AND EFFECTIVENESS

(n=5, 990)



30+ in 1st year











Outlook

CAREER TRENDS SALARY DATA

Acceleration

12-12-6 PACING

CREDIT FOR PRIOR LEARNING

MATH AND ENGLISH IN THE FIRST SEMESTER

Milestones

FULL-TIME & PART-TIME PACING

EMBEDDED TECHNICAL CERTIFICATES

INDUSTRY CERTIFICATIONS



Funding

PELL

WORKFORCE BOARD

SCHOLARSHIPS



Completion/Placement Strategies

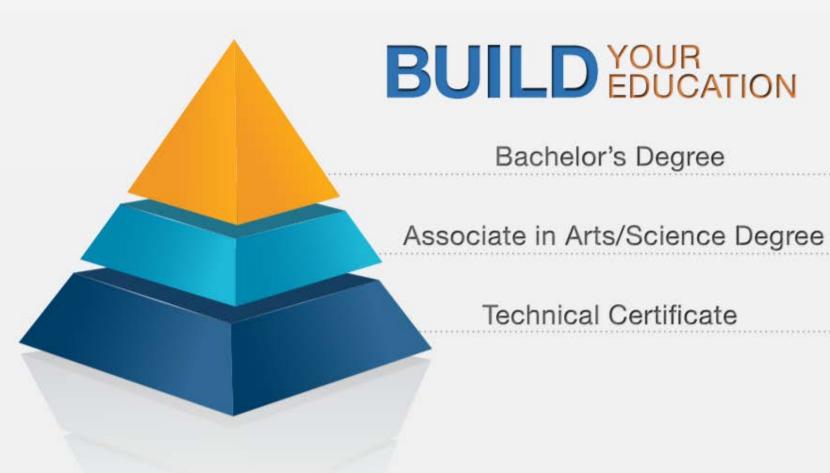
Program Description: The Computer and Network Security Associate in Science degree prepares students for employment opportunities as security professionals. It is designed for students seeking the skills set needed to be successful in their careers as an Ethical Hacker. Visit program's website for additional information.



Recommended Course Sequence

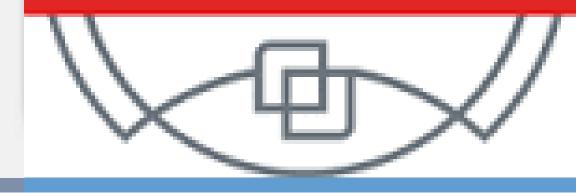
| Full Time | Part Time | Course ID | Description | Credits | TC |
|-----------|----------------------------|-------------------------|--|---------|------|
| Term 1 | | ENC1101 | Composition I | 3 | |
| | Term 1 | MAC1105 or | College Algebra or Statistics | 3 | |
| | | STA2023 | conege Algeora or Statistics | 3 | |
| | Term 2 | CI51001C | Fundamentals of Information Technology | 3 | |
| | | CIS1513C | Project Management | 3 | |
| | Term 3 | CTS1133C | A+ Essentials | 3 | |
| Term 2 | | CTS2131C | A+ Practical | 3 | |
| | Term 4 | CTS1134C | Network+ | 3 | |
| | | CTS1111C | Linux+ | 3 | 7701 |
| Term 3 | Term 5 | SPC1024 or | Introduction to Speech Communication or Public | 3 | |
| | | SPC1608 | Speaking | 1 | |
| | | GE Course | General Education Science | 3 | |
| | Term 6 | CTS1390C | Installing & Configuring Windows Svr. | 3 | |
| Term 4 | | CTS2120C | Security+ | 3 | |
| | Term 7 | CET2688C | System Security Practitioner (SSCP) | 3 | 7(2) |
| | | GE Course | General Education Social Behavioral/Science | 3 | |
| | Term 8 | COP1258C | Secure Coding | 3 | |
| Term 5 | | CI\$2530C | Web and Database Security | 3 | |
| | Term 9 | GE Course | General Education Humanities | 3 | |
| | | CI52352C | Ethical Hacking I | 3 | |
| | Term 10 | CIS2359C | Ethical Hacking II: Capstone | 3 | 1 |
| Term 6 | | Elective* or CI52943 | Elective Course or Ethical Hacking Internship | 3 | |
| | Total Program Credit Hours | | | | |

Notes: Students are encouraged to consult the Course Information Table for a detailed list of all requisite requirements Students should complete all Core Computing Requirements before enrolling in specialization courses. *Student may have to take MAT1033 or STA1001 based on placement score. If the student does not need to take MAT1033 or STA1001, the student must take a Networking/Security elective - any 1000 or 2000-level course with a CTS. CIS. or COP prefix. Students are strongly encouraged to meet with an advisor to create an educational plan.





Network+







COMPLETION STRATEGY











| MAPPING STUDENTS | HELPING STUDENTS |
|------------------|------------------|
| TO END GOALS | ENTER A PATHWAY |

KEEPING **ON THEIR** PATHWAYS



THEM

ENSURE STUDENTS ARE LEARNING





Pathways@BC Master Scorecard: 19 Essential Practices

| | | | Pathway Status | | | | | | |
|-------|---|------|----------------|-----|------------|------|----|--|--|
| Essen | fial Practice | AHCD | Bus | Edu | HS | IMCT | PS | | |
| I. | MAPPING PATHWAYS TO STUDENT END GOALS | | | | | | | | |
| a. | Program is well designed to guide and prepare | 0 | 0 | 0 | ۲ | ٠ | 0 | | |
| b. | Detailed employment information on website | 0 | \bigcirc | 0 | | 0 | 0 | | |
| c. | Programs are clearly mapped out and on website | 0 | \bigcirc | 0 | | | 0 | | |
| II. | HELPING STUDENTS ENTER A PATHWAY | | | | | | | | |
| a. | Every new student is helped to explore and choose | ٠ | 0 | 0 | | ٠ | 0 | | |
| b. | Special supports provided for program gateway courses | | \bigcirc | 0 | 0 | 0 | 0 | | |
| c. | Required math courses are aligned with field of study | 0 | \bigcirc | 0 | 0 | 0 | 0 | | |
| d. | Intensive support provided for underprepared students | ۲ | \bigcirc | 0 | 0 | 0 | 0 | | |
| e. | The college works with high schools and other feeders | ۰ | 0 | 0 | | ٠ | 0 | | |
| Ш. | KEEPING STUDENTS ON THE PATH | | | | | | | | |
| a. | Advisors monitor program and progress of every student | 0 | \bigcirc | 0 | ۲ | ٠ | 0 | | |
| b. | Students can easily see progress and what is needed | 0 | \bigcirc | 0 | ۲ | ٠ | 0 | | |
| c. | Advisors and at-risk students are alerted and supported | ۲ | 0 | 0 | 0 | 0 | 0 | | |
| d. | Assistance and redirects for limited-access programs | | 0 | 0 | 0 | | 0 | | |
| e. | Convenient and efficient course scheduling | 0 | \bigcirc | 0 | ۲ | ٠ | 0 | | |
| IV. | ENSURING THAT STUDENTS ARE LEARNING | | | | • | | | | |
| a. | Learning outcomes clearly defined each program | 0 | 0 | 0 | ۲ | ٠ | 0 | | |
| b. | Learning outcomes aligned for success | 0 | 0 | 0 | | | 0 | | |
| c. | Faculty assess whether students master outcomes | ۲ | \bigcirc | 0 | ۲ | 0 | 0 | | |
| d. | Faculty use the results to improve the effectiveness | 0 | \bigcirc | 0 | | 0 | 0 | | |
| e. | Tracking of individual learning outcomes; accessible data | 0 | 0 | 0 | 0 | 0 | 0 | | |
| f. | Use of CCSSE, SENSE, etc for professional development | 0 | 0 | 0 | \bigcirc | 0 | 0 | | |

DL

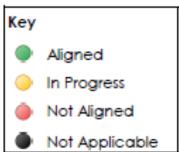
Prepared by the Office of Institutional Planning and Effectiveness

Last Modified: 10/5/2016 9:53 AM

ΕS

ST A T





Trade Secret, Proprietary and/or Confidential Information of Broward College