DRAFT UHCC STUDENT SUCCESS ROADMAP (SSR) PLANNING TEMPLATE
Based on Guided Pathways Planning Template – Community College Research Center (CCRC) **6-13-16**

Institution Name: _____   **Date: _____**

This tool is designed to help your college engage faculty, staff and others on your campus in discussions about how to better enable your students to enter and complete programs of study that prepare them to succeed in further education and careers. For each of the Essential Practices identified below, convene your cross-functional Student Success Team to discuss what your college currently does, current practice that needs to change to improve student success, and who needs to be involved in implementing improvements in each area. Use this tool to summarize the key points from these discussions. These can be used as the basis for a plan to strengthen pathways to success for students at your college.

Essential Practices	What do we currently do and how effective are we?	What needs to change to improve student success?	Who needs to be involved in implementing the changes?	Tools and Resources
1. **CONNECTION** - **HELPING STUDENTS GET CONNECTED:** A. Customized onboarding services are provided for target groups of students, including direct from high school, adult, first generation, veteran, and dual enrolled students (Summer Bridge, PLA, etc).				
B. Communication plan, with student-focused and student-friendly messages, is in place to				

help move students to action (from recruitment to application, through intake process and registration). Plan is coordinated with UHCC Marketing Office.				
C. Current technology is used to improve communication with students (e.g. mobile apps, text messaging, how-to-videos, virtual tours, etc).				
D. New Student Orientations are mandatory for all new, returning, and transfer students and include career exploration component.				

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2. **ENTRY** - **HELPING STUDENTS ENTER A PATHWAY WITH END GOALS IN MIND:** A. Multiple measures for placement are considered for each student and students are placed in the highest math and English as outlined in the Cognitive Placement Recommendations.				

B. Every student, including the many who arrive without clear plans for college and careers, is helped to explore career/ college/transfer options and choose a program of study as soon as possible.				
C. Students are counseled and are placed into meta majors. A process is in place to follow up with students to guide them into a pathway by a certain point in time.				
D. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas, not just for college-level math and English.				
E. Math pathway for students are identified early and required math courses are appropriately aligned with the student's field of study.				
F. Intensive support is provided to help very poorly prepared students to success in college-level courses as soon as possible.				
G. Assistance is provided to students who are unlikely to be accepted into limited access				

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programs such as allied health to pursue another viable path to a credential and a career.				
H. Communication plan is in place to help move students through the pathway (First 3 weeks, Remainder of the semester, Between semesters). Plan is coordinated with UHCC Marketing Office.				
I. Financial Aid and scholarship application assistance and guidance from first to second year is systemically provided to promote persistence and progress towards degree goal.				

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3. **PROGRESS AND LEARNING** - **KEEPING STUDENTS ON THE PATH** A. The college monitors which program students are in and how far along they are toward completing their program requirements.				

B. Students can easily see how far they have come and what they need to do to complete their program and prepare for further education and employment.				
C. The college tracks student progress to ensure that they are staying on plan and making progress.				
D. The college is able to identify when students are at risk of falling off their program plans and for intervening effectively when this happens, using cognitive and non-cognitive diagnostic assessments.				
E. Pathways are designed for declared majors, undecided majors, students with transfer goals, part time students.				
F. The college schedules courses to ensure students take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.				
G. All students are introduced to and receive training in STAR to keep on their pathway.				

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4. **PROGRESS AND LEARNING** - ENSURING THAT STUDENTS ARE LEARNING A. Learning outcomes are clearly defined for each of our programs (not just courses).				
B. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.				
C. Faculty assess whether students are mastering learning outcomes and building skills across each program.				
D. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs.				
E. The college tracks mastery of learning				

REVISED 061316

outcomes by individual students and that information is easily accessible to students and faculty.				

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5. **COMPLETION TO CAREER** - **MAPPING PATHWAYS TO STUDENTS CAREER AND GOALS** A. Every program is well-designed to guide and prepare students to enter further education and employment in fields of importance to our region.				
B. Detailed information is provided on the college's website on the further education and employment opportunities targeted by each program.				
C. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other				

key progress milestones are clearly identified. All this information is on the college's website.				
D. Intrusive advising is provided to all students as they approach the last 25% of program requirements to assist with career direction and job placement.				
E. Tools and strategies, such as reverse transfer and STAR Velocity, are used to increase completion rates.				

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6. **COMPLETION TO TRANSFER** - **MAPPING PATHWAYS TO STUDENTS TRANSFER:** A. Detailed information is provided on the college's website on transfer opportunities targeted by each program.				
B. Programs such as Ka'ie'ie and other bridge programs are promoted early to potential transfer students and students receive continuous and systemic advising throughout				

the transfer process.			
C. Tools and strategies, such as Automatic Admissions, are used to facilitate successful transfer.			

Completed by: _____

Please return to the UHCC Student Success Center by _____ or to Cathy Bio (cbio@hawaii.edu)