

TOMPKINS  
CORTLAND  
COMMUNITY COLLEGE



Individual Student Degree Plans  
SUNY Guided Pathways  
Institute #2

# Session Outcomes



- Reinforce the importance of early degree planning and its role in student success
- Plan ways to implement individualized degree plans for students, including the development of templates
- Explore use of the DegreeWorks planner as a tool for advisors and students to map degree program requirements
- Explore how college curricular processes can be used to define and revise advising templates so that all college staff have access to the most current curricular information.
- Brainstorm interventions for students who deviate from their individual plan

“Central to the pathways model are **clear, educationally coherent program maps**—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field.

Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These **plans simplify student decision-making**, and they **enable colleges to provide predictable schedules, frequent feedback**, and **targeted support** as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.”

# Early Success Planning



# Early Success Planning



- Proactive advising is key
- Students who are advised are more engaged
  - Structure matters
  - Content matters
  - Intensity matters
- It works, look at these examples:
  - Community College of Philadelphia saw 6% gains in Fall to Fall persistence after a shift to a proactive, intensive advising model
  - Chaffee College (CA) – GPS model fosters students’ participation in matriculation services such as assessment, orientation, and educational planning (>40,000 initial plans created since inception)



# Early Success Planning

- START – Student Testing, Advising, Registration, and Transition
- Use of a Pre-Advising Questionnaire
- All students are pre-advised
  - Development of the first semester schedule
  - Creation of initial degree plan in DegreeWorks
  - One-on-one meeting with an advisor at START to discuss future plans (career/transfer), program requirements and plan, and overall time to degree completion



Let's get **STARTed!**

All students must complete the START process

START (Student Testing, Advising, Registration, and Transition) @ Tompkins Cortland

## Complete the Pre-Advising Questionnaire

so we can learn about your future plans, goals, and course schedule needs

## Attend the required\* START Session

at Tompkins Cortland Community College (Dryden)

This four hour session is designed to prepare you for the upcoming semester:

- Learn how to use your student account, "myTC3"
- Meet with advisors to discuss your major, schedule, and degree completion plan
- Register for courses
- Learn about important campus resources
- Learn about college costs and financial aid
- Learn about life on campus
- Take a campus tour

## Complete Placement Testing, if needed

(See back for more information)

Testing is available at several locations:

- OUR MAIN CAMPUS in Dryden
- OUR EXTENSION CENTERS in Cortland or Ithaca
- IN NYC on selected dates
- AT A COLLEGE OR HIGH SCHOOL NEAR YOU by finding a proctor



## Check your email, we will send:

- A link to complete your Placement Testing (if you need it)
- Information about preparing for your placement tests (if needed)
- A link to schedule your Pre-Advising Questionnaire
- A link to schedule your START Session
- Confirmation emails about your placement testing and/or START Session
- Information about the status of your financial aid application(s)

\* If you believe you are eligible for an exemption from coming to campus (e.g., you're a fully online student), email [success@tompkinscortland.edu](mailto:success@tompkinscortland.edu).

# Early Success Planning

- Pre-Advising Questionnaire

## Questionnaire Results for [REDACTED]

ID: [REDACTED] Term: FALL 2018 Completed: ✓  
Phone: (518) 348-5095 Can Text: ✓ Email: tkarmazyn799@gmail.com

Program: Culinary Arts Confidence: Very sure Reviewed Req: ✓

Degree Desired: Not sure yet

Transfer College(s):

Subject Strengths: I would like to pursue a career in culinary specializing as a Pastry Chef. Its hard to say until I actually start school.

Future Career Details: I enjoyed digital photography, gym as I like sports, new media, and English/filming. I like reading about adventure/ mystery and I like to learn about certain sciences as well as perform some experiments. Id have to say one of my academic strengths would be hands on learning and Im very inquisitive as I always like to ask the question why?

Current Academics: I already earned my high school diploma

Attend Other Coll: X

Immunizations: X Financial Aid Filed: FAFSA, TAP When FAFSA: More than one week ago

Excelsior: Not Yet

Residence: residence halls

Transportation:

Athletics: ✓ Team(s): Mens/Womens Soccer

Concerns: Getting good grades, Math skills, Time management, Finances, Balancing school and my job(s), Living away from home for the first time, Transportation

Working: ✓ Hours: 20-35 hours/week

Credit Hours: 12 or more credits (full time student)

Course Scheduling Availability:

M: 9-2 | T: 9-2 | W: 9-2 | R: 9-2 | F: 9-2 | S: 9-2

Available Locations: Dryden Main Campus

Scheduling Notes: I have to wok around my soccer schedule and Im not sure what itll be I selected times based on the conversation that I had with the coach when I was there.

Other Concerns: Im sure I will by the time I get there yet at this moment I dont.

# Early Success Planning

- Degree Works Planner
- Templates for all certificates and associates degree programs (AAS, AS, and AA)
- Ability to create a blank plan, which is used for students in liberal arts programs (General Studies, Social Science, Math/Science)
- Tracking feature
- Critical Courses
- All students who change their degree program have a new plan developed for them

The screenshot displays the Degree Works Planner interface for Vincent Southwell. The student's information is shown at the top: Student ID 720121019, Name Southwell, Vincent, Degree AS, Major Liberal Arts & Sciences, Classification, and Last Audit 06/26/2011. The plan is titled "Vincent's AS New Media Graduation Plan" and is for an Associate in Science degree at the Under Grad level.

**2017 Academic Year**

On-Track	FALL 2017, Total Credits: 16.0	On-Track	SPRING 2018, Total Credits: 10.0
On-Track	* ART 111 3.0	On-Track	* ART 213 3.0
On-Track	* ART 117 3.0	On-Track	* ART 120 3.0
On-Track	* ENGL 098 3.0	On-Track	* MATH 090 4.0
On-Track	* ENGL 100 3.0		
On-Track	* FBS 137 1.0		
On-Track	* RDNG 116 3.0		

**2018 Academic Year**

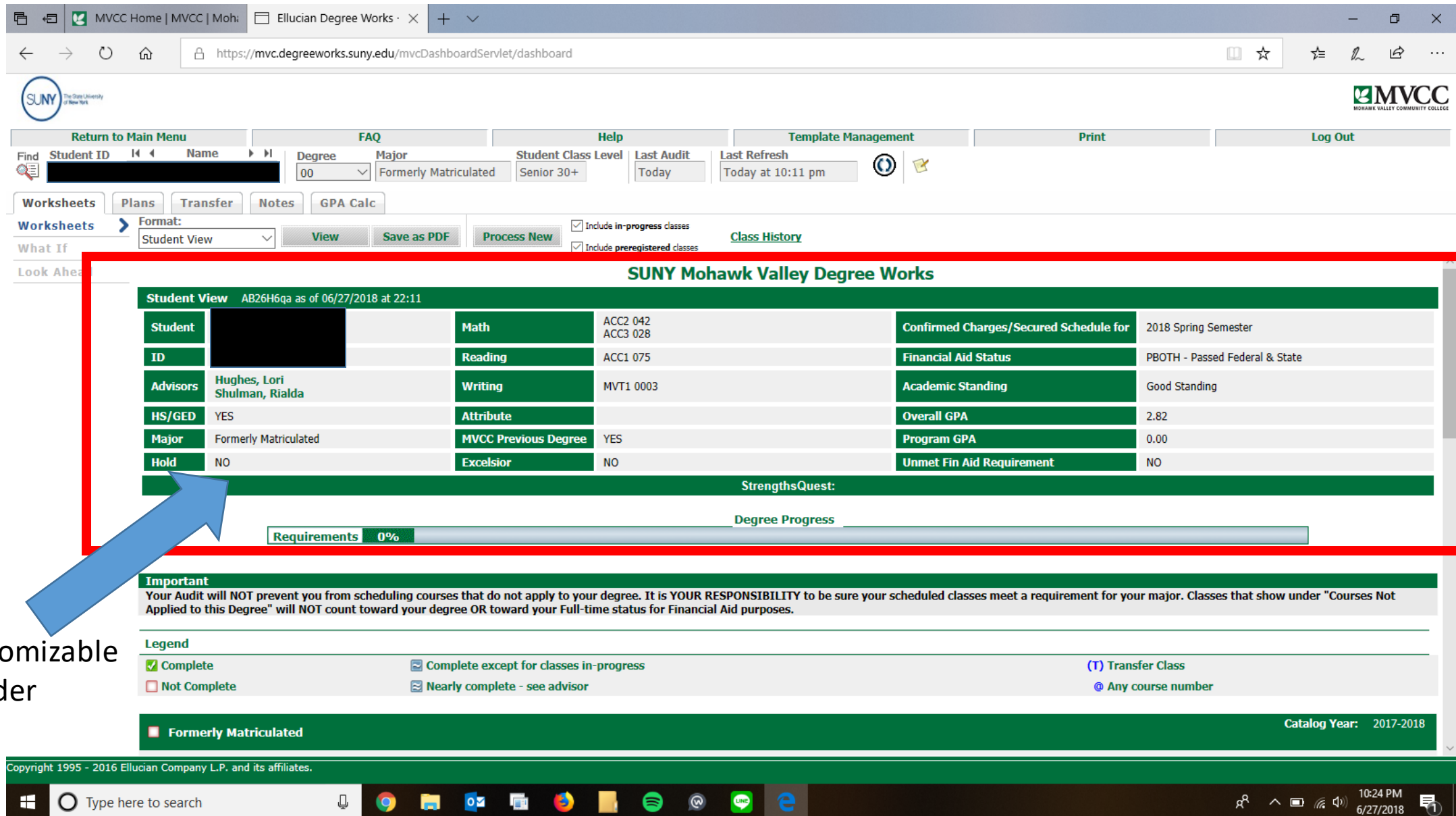
On-Track	SUMMER 2018, Total Credits: 9.0	...	FALL 2018, Total Credits: 16.0	...	SPRING 2019, Total Credits: 12.0
On-Track	* ENGL 101 3.0		* ART 101 3.0		* ART 102 3.0
On-Track	* MATH 109 3.0		* ART 214 3.0		* ART 254 3.0
On-Track	* ASTR 101 3.0		* ART 233 3.0		ENGL 201 3.0
			ENGL 102 3.0		ART 212 3.0
			COMM 115 3.0		Comment
			* ART 261 1.0		



# Early Success Planning

- **GPS – Goals + Plans = Success**
  - Modeled after TC3
  - Student takes survey
  - Advisor creates plan and schedule
  - Student called in for appointment

# Early Success Planning



**SUNY Mohawk Valley Degree Works**

Student View AB26H6qa as of 06/27/2018 at 22:11

<b>Student</b>		<b>Math</b>	ACC2 042 ACC3 028	<b>Confirmed Charges/Secured Schedule for</b>	2018 Spring Semester
<b>ID</b>		<b>Reading</b>	ACC1 075	<b>Financial Aid Status</b>	PBOTH - Passed Federal & State
<b>Advisors</b>	Hughes, Lori Shulman, Rialda	<b>Writing</b>	MVT1 0003	<b>Academic Standing</b>	Good Standing
<b>HS/GED</b>	YES	<b>Attribute</b>		<b>Overall GPA</b>	2.82
<b>Major</b>	Formerly Matriculated	<b>MVCC Previous Degree</b>	YES	<b>Program GPA</b>	0.00
<b>Hold</b>	NO	<b>Excelsior</b>	NO	<b>Unmet Fin Aid Requirement</b>	NO

**StrengthsQuest:**

**Requirements** 0%

**Important**  
Your Audit will NOT prevent you from scheduling courses that do not apply to your degree. It is YOUR RESPONSIBILITY to be sure your scheduled classes meet a requirement for your major. Classes that show under "Courses Not Applied to this Degree" will NOT count toward your degree OR toward your Full-time status for Financial Aid purposes.

**Legend**

- Complete
- Complete except for classes in-progress
- Not Complete
- Nearly complete - see advisor
- (T) Transfer Class
- @ Any course number

**Formerly Matriculated** Catalog Year: 2017-2018

Customizable Header

# Early Success Planning



- Challenges:
  - Keeping plans updated
  - Keeping templates updated
  - Ownership
  - Functionality (particularly for non-Banner institutions)

Future Ideas?

Discussion

Questions?

# Resources



- <http://www.ccsse.org/center/initiatives/pathways/tools/#modules>
- <https://www.pathwaysresources.org/>
- [http://www.ccsse.org/NR2018/Show\\_Me\\_The\\_Way.pdf](http://www.ccsse.org/NR2018/Show_Me_The_Way.pdf)
- <http://www.tc3.edu/success/degreeworks.asp>