Understanding the Student Experience

External factors include federal, state, and local policy, accreditation, and the vendor market

Strong links to high schools

Connection

Interest to application

Entry

Enrollment to completion of gateway courses

Progress

Entry into course of study through to 75% of requirements completed

Completion

Complete a certificate or degree or to obtain a credential with labor market value

Transition

Successful transition to four-year institution or workforce

Strong links to labor market and four-year institutions

Common Loss Points

| Do not apply to postsecondary education | Poor academic preparation | 75% of low-income students need to combine work and school; work over 20 hours/week; schedule changes | Limited advising leads to credit (and debt) accumulation not matched to degree attainment | Credits obtained at community college don't transfer to four-year institution |
|---|--|---|--|---|
| Delayed entry to postsecondary education | 60% referred to developmental education, only 30% ever take subsequent college-level courses | Part-time enrollment means slow progress, loss of momentum | Leave with credits needed for degree but for college-level math | Leave college with excess credits |
| Poor college counseling leads to under-enrollment, poor matching and failure to obtain financial aid for which they qualify | Fail to enroll/pass Gatekeeper courses (i.e., entry-level math and English) | Life happens/complex lives means many disruptions; stop out or drop out | Transfer without credential | Leave college without support for job search or with no career plans |
| | | | Credential doesn't garner family- supporting wage job or isn't "stackable" to career that does | Leave college without knowledge of additional qualifications that can help advance career |

| What initiatives support your students along their educational journey? Also, consider planned changes to technologies, policies, processes, and behavior. | | | | | | | |
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