In October 2015, EPCC was competitively selected as one of only 30 colleges across the nation to participate in the American Association of Community Colleges (AACC) Pathways Project. Funded by the Bill & Melinda Gates Foundation through a $5.2 million grant, this national project will focus on building capacity for community colleges to design and implement structured academic and career pathways at scale, for all students. Following a highly competitive national selection process through intentionally rigorous criteria, EPCC was invited to join top diverse community colleges across the country on this important work designed to help colleges already progressing on a student success agenda to advance that work to the next level.

This project will require serious institutional commitment College-wide to transform work at scale to improve college completion and equity in student outcomes. Pathways will build on EPCC’s national recognized work and President Serrata’s Goals for the institution:

- Engagement
- Partnerships and Pathways
- Creating a College-Going Culture
- Completion

During the next two and a half years faculty, staff, and administration will participate in a series of six institutes in order to bring back knowledge to train the EPCC team on critical aspects of institutional change, pathway design, and implementation. Participating in this dynamic project will allow EPCC to make even greater strides in creating successful student outcomes and become a model across the community college field.

Visit the AACC website for additional Pathways Project information:
http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/ProjectInformation.aspx

**KEY QUESTIONS ABOUT STUDENT PATHWAYS**

**CLARIFYING PATHWAYS TO STUDENT END GOALS**

- Are our programs designed to guide and prepare students to enter further education and employment in fields of importance to our region?
- Are further education and employment targets clearly specified for every program?
- How clearly are our programs mapped out? Do students know which courses they should take and in what sequence? Are the courses that are critical for success in each program clearly identified?

**HELPING STUDENTS ENTER A PATHWAY**

- How do we help new students choose a program of study, particularly the many who do not have clear plans for college and careers?
- How well do we help students succeed in the gateway courses for our main program areas (such as nursing and allied health, business, education and social services, social and behavioral sciences, arts and humanities, STEM, etc.)?
- How do we ensure that students enter a program of study as quickly as possible?
- Do we help students who are unlikely to be accepted into limited-access programs (such as nursing or culinary arts) to find other viable program paths?

**KEEPING STUDENTS ON PATH**

- How well do we monitor students’ program choices and progress toward completing their program’s requirements?
- Do students know how far along they are in their programs and what they have left to do to complete them?
- Are we able to identify when students are at risk of deviating from their program plans? How effective are we at intervening to help students get back on track?
- Does the way we schedule courses enable students to take courses when they need them, plan their lives around school from one term to the next, and complete their programs on time?

**ENSURING THAT STUDENTS ARE LEARNING**

- How well defined are the learning outcomes for each of our programs?
- Are program learning outcomes aligned with the skills and knowledge students need to succeed in the four-year college majors and employment opportunities targeted by each program?
- Are assignments and exams designed to evaluate whether students are building essential skills and mastering learning outcomes across each program?