

<p>15 to Finish</p>	<p>Incentivizes students to attend full-time and ensure that full-time means 15 credits per semester. Use banded tuition so 15 credits per semester cost students no more than 12 credits. NCC’s version of the slogan is “Map it, Learn it, Earn it: In Two”: describes how to complete an educational plan on time. Because not all degree programs are 60 credits at NCC, “15 to Finish” cannot be applied universally. Instead, “Map it, Learn it, Earn it: In Two” can apply toward any program, since it can encompass summer and winter sessions as part of an education plan.</p>
<p>65 by 25</p>	<p>The goal that 65% of adults in the State of New Hampshire will have a post-secondary degree or certificate by 2025. The Governor’s Office, the NH Legislature, the Business and Industry Association of NH, and the NH Department of Education have all signed on to achieve this goal. Guided Pathways to Success is the CCSNH Initiative developed in support of 65 by 25.</p>
<p>Academic Focus Area</p>	<p>Academic Focus Areas or Meta-majors are sometimes referred to as career clusters or communities of interest. Individual majors are grouped under a larger academic umbrella. These programs or focus areas provide students with a clear pathway to graduation and help them make connections between their studies and career goals. In the CCSNH, there are seven Academic Focus Areas.</p> <ul style="list-style-type: none"> • Arts, Humanities, Communications & Design; • Business; • Health Sciences & Services; • Hospitality & Culinary; • Industry & Transportation; • Social, Educational & Behavioral Sciences; • STEM & Advanced Manufacturing.
<p>Career Coach (Technology Tool)</p>	<p>An online resource developed by EMSI to help guide students toward a future career path using salary information and quizzes to hone student interest. To inform students’ decisions, the tool includes routinely updated and regional salary information on different types of employment.</p>

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<p>Complete College America (CCA) http://completecollege.org/</p>	<p>CCA works with states to increase the number of students with certificates and degrees and to close attainment gaps for underrepresented students. Game Changers identified include: Corequisite Remediation, math pathways, 15 to finish, Structured Schedules, and Guided Pathways to Success. CCSNH has several partnerships with CCA including 15 to Finish, Scaling Corequisite Remediation, and Purpose First.</p>
<p>Community College Research Center (CCRC) http://ccrc.tc.columbia.edu/</p>	<p>CCRC at Teachers College, Columbia University conducts research on issues affecting community colleges and work with colleges and states to improve student success and performance.</p>
<p>Corequisite Remediation</p>	<p>Placing underprepared students into college-level mathematics and/or English courses with mandatory just-in-time support while enrolled in these course. For underprepared students, the corequisite model provides remedial help parallel to highly structured coursework.</p>
<p>Degree Works (Technology Tool)</p>	<p>An online tool that partners with Banner to show students and advisors what program courses students have completed and what courses still need to be completed.</p>
<p>Education Advisory Board (EAB) https://www.eab.com/</p>	<p>A division of The Advisory Board Company that gathers educational research and develops technology solutions. Navigate is a tool created by EAB.</p>
<p>Full-Time Student</p>	<p>For the purposes of Guided Pathways to Success, a full-time student takes a minimum of 30 credits per academic year. This is different from federal financial aid guidelines that define a full-time undergraduate student as one enrolled for 12 or more semester credits or 12 or more quarter credits or 24 or more contact hours a week each term. It is important to remind students that they will NOT complete an associate's degree in two years if they only take 12 credits per semester.</p>
<p>Gateway Course</p>	<p>Gateway courses are defined as pathway-appropriate college-level Math and English courses (e.g. ENGL 101 and MATH 106). These courses also are defined as high enrollment numbers and are often high-risk courses.</p>

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Graduation Rate	The annual component of IPEDS reporting that was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150% of normal time to completion; the number that transfer to other institutions.
Guided Pathways to Success Initiative (GPS)	The CCSNH initiative adopted in 2014 that supports the State's goal of 65 by 25. While all colleges in the system follow the same general framework of best practices established by CCA, it is up to each college to determine how these practices are most effectively deployed on individual campuses.
Milestone Course	Milestone courses are defined as critical courses that must be completed each semester to ensure students are on track to completion. These courses provide realistic assessments of student progress <i>within a given field of study</i> and often have to be taken in a particular sequence.
Momentum Year	A key feature of the Purpose First initiative. Utilizes structured scheduling, corequisite remediation, just in time advising, and other strategies to ensure students complete 30 credits (including nine credits in their major) during their first year.
Navigate (Technology Tool)	A multi-function online tool developed by EAB. Navigate is designed to streamline student onboarding, improve student communication, and reduce attrition using guided pathways implementation. One important feature is its early warning function where Navigate offers notifications when a student is in need of assistance.

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<p>NH Humanities Collaborative</p>	<p>A three-year initiative funded by \$400,000 grant from the Mellon Foundation. In partnership with UNH Durham, CCSNH faculty will work to strengthen transfer pathways into humanities majors; communicate how humanities courses teach essential skills required by students in all programs; host events within the larger community that showcase the importance of humanities education.</p>
<p>Onboarding</p>	<p>A structured process from inquiry to enrollment that incorporates helping students clarify goals for college and career. It is during this process that clear roadmaps are established for the student that include articulated learning outcomes and direct connections to further education and career advancement.</p>
<p>Predictive Scheduling</p>	<p>The combination of Academic Focus Areas with predictive schedules limits options at the start to preserve options for students later down the line in terms of picking their major.</p>
<p>Program Articulation</p>	<p>A transfer pathway based on established course equivalencies and discovery classifications that connects a particular program at a particular CCSNH institution to a particular major program at a four-year college or university. Ideally, these articulations would be distributed to students as eight-semester program maps.</p>
<p>Program Map</p>	<p>A semester-by-semester academic map that follows a prescriptive and sequential schedule of classes for the Academic Focus Area and the major. The program map adheres to an AFA and designates first-year core courses in both term one and term two. It also designates milestone and gateway courses.</p>
<p>Purpose First</p>	<p>Complete College America initiative that enables students to pursue their college goals with a strong sense of purpose and increased motivation. This is because students are encouraged to make early connections between their chosen program of study, academic and personal strengths, and future career opportunities.</p>

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Remedial Courses	Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. These courses do not award college credit but students may use financial aid to pay for these courses.
Retention	Defined as continued enrollment (or degree/certificate completion) within the same higher education institution in the fall semesters of a student's first and second year.
Retention Rate	A measure of the rate at which students persist in their education program at an institution, expressed as a percentage. For two-year institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
Structured Scheduling	Help working students balance jobs and school by using structured scheduling of classes to add predictability to their busy lives – doing so enables many more students to attend college full-time, shorting their time to completion. Essential components of structured schedules include: Full-time, Monday – Friday; Predictable schedule that is constant throughout (block scheduling), whole program choice, not individual courses, student cohorts; and mandatory attendance.
UNH/CCSNH Dual Admission Program	A general education-based 2+2 transfer program between CCSNH and UNH COLA that at this time does not involve articulations with specific COLA majors.