**KEEPING THE BIG PICTURE IN MIND**

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- How can we increase the number of entering students who are prepared and motivated to enter a college-level program of study?
- How can we increase and accelerate the rates at which new students choose and successfully enter a program?
- How can we accelerate rates at which students complete their program requirements?
- How can we ensure that our programs prepare students for further education and/or for career advancement?

**CONNECTION**

- How can we improve understanding among high school students about the programs offered by the college and where they lead in terms of employment and further education?
- How can we motivate and guide students to be prepared to enter a college-level program of study when they graduate from high school?
- Can we more effectively recruit students from adult basic skills, non-credit vocational, and community-based education programs into college-level programs of study?

**ENTRY**

- What guidance and support can we provide to help students develop clear goals for college and careers, and choose a program of study in a timely manner?
- How do we know students are in a program of study? How is this information used?
- What approaches to remedial instruction are most effective for preparing academically underprepared students to enter and succeed in a program of study?
- What are the barrier or “gatekeeper” courses for particular programs? How can we better enable students in particular programs to pass these courses?

**PROGRESS**

- Are our academic program options and requirements clearly defined for students and for program majors?
- Is it clear to students where each program lead in terms of further education and, for CTE programs, employment?
- Are we effectively tracking and advising students in every program to ensure that they are making progress toward completion? How is this information used to help students advance?
- Are our programs well structured so that students know which courses to take and can complete them as quickly as possible?

**COMPLETION**

- How well do we assess whether students are mastering the skills and knowledge that our programs seek to teach them?
- How effectively do we track what happens to students when they leave in terms of further education and employment? How well do we use this information to strengthen programs?
- Are our associate degree programs in transfer fields well-aligned with the requirements for junior standing in bachelor’s degree programs to which our students want to transfer?
- Are our career-technical certificate and associate programs effectively preparing students to advance in their careers?
- What can we learn from employers, baccalaureate program faculty, and program alumni to ensure that our programs prepare students to succeed in further education and (with career-technical programs) advance in the labor market?