

# What We're Learning About Guided Pathways: What if we started by thinking about plans?

Hana Lahr, Senior Research Associate

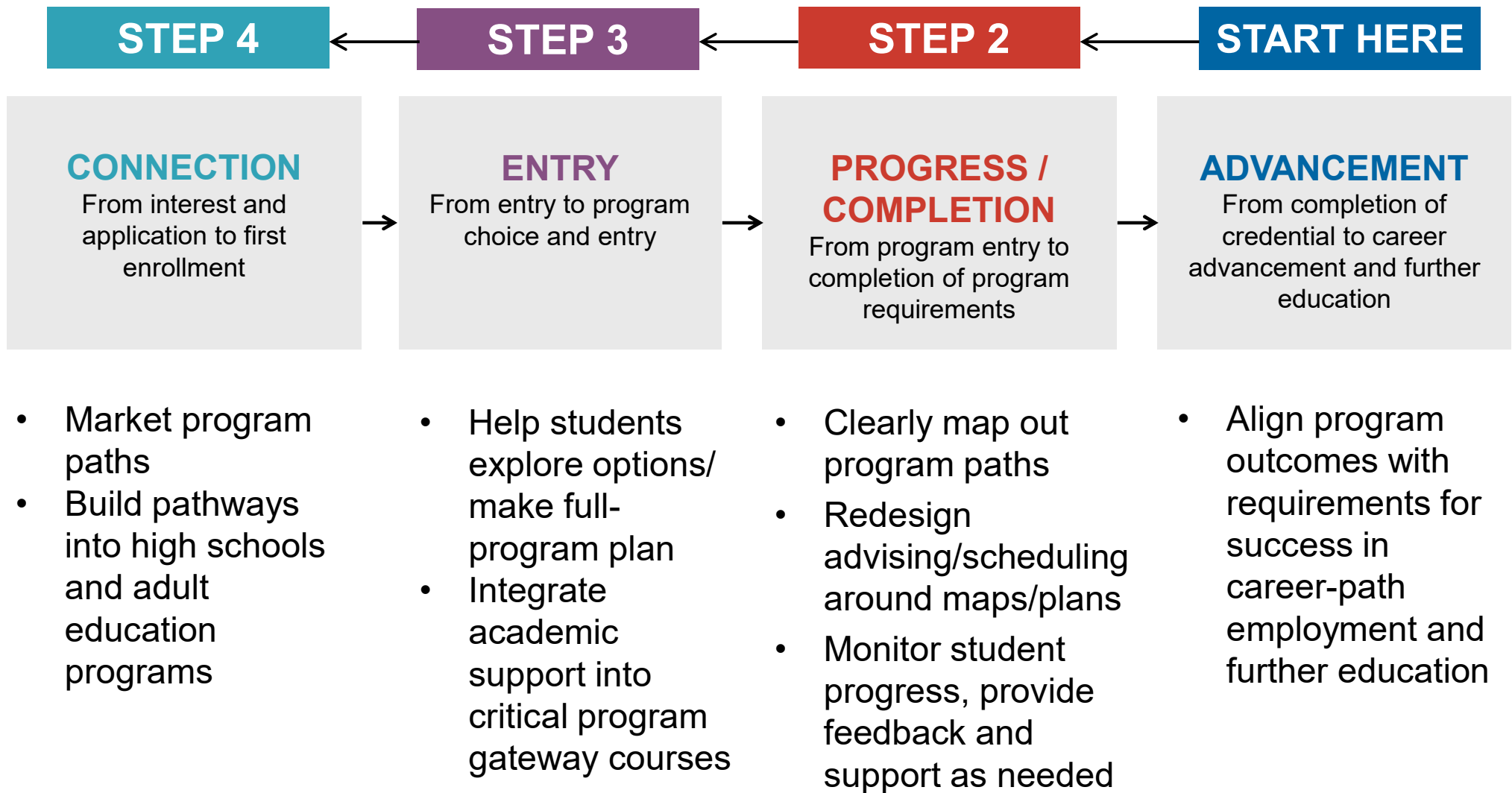
Michigan Guided Pathways Institute IV  
March 28-29, 2019

# Agenda

- What we're learning about guided pathways
- Educational plans
- Program maps
- Meta-majors

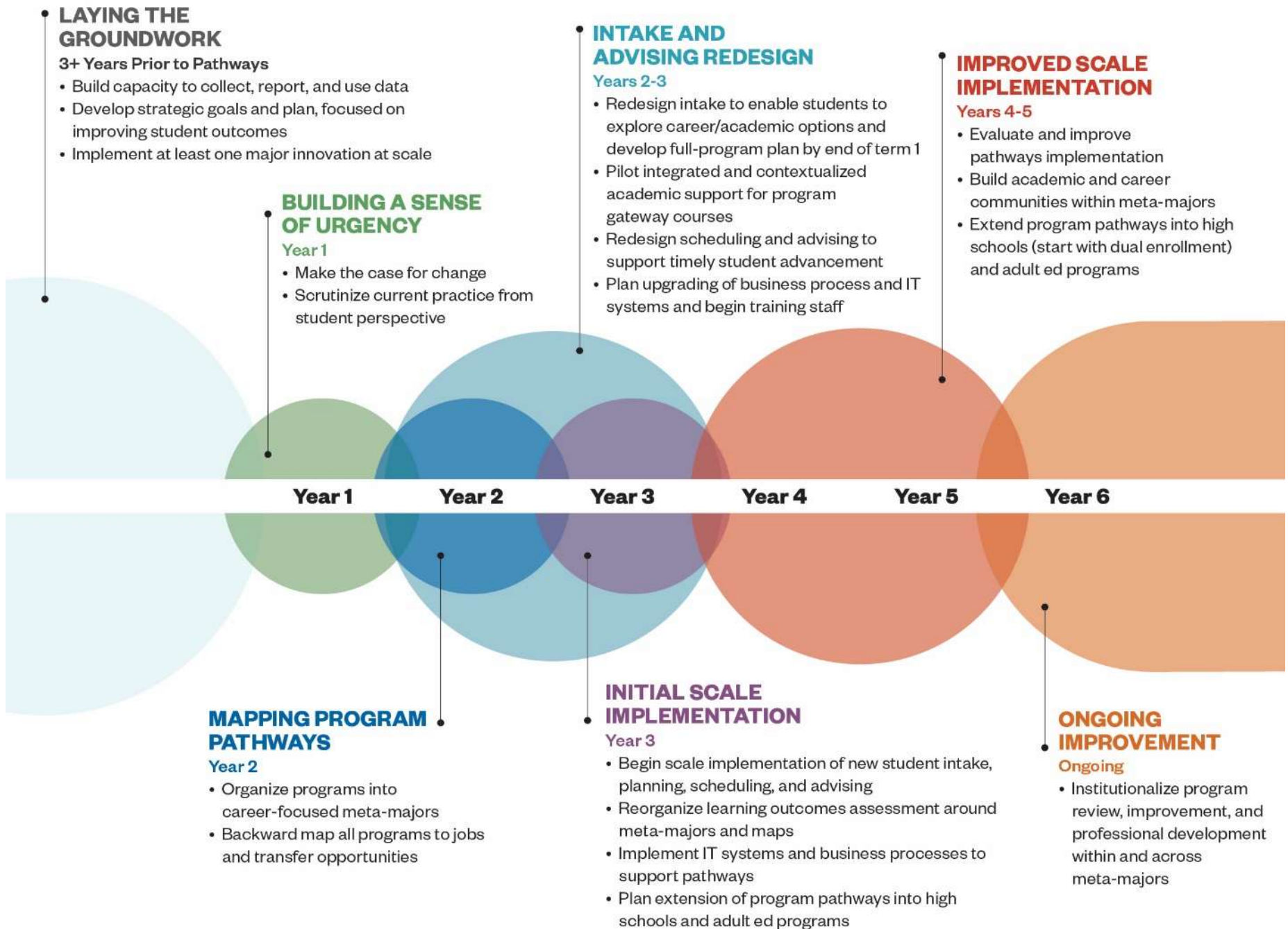
# What we're learning about Guided Pathways

# Redesign, Starting with the End in Mind

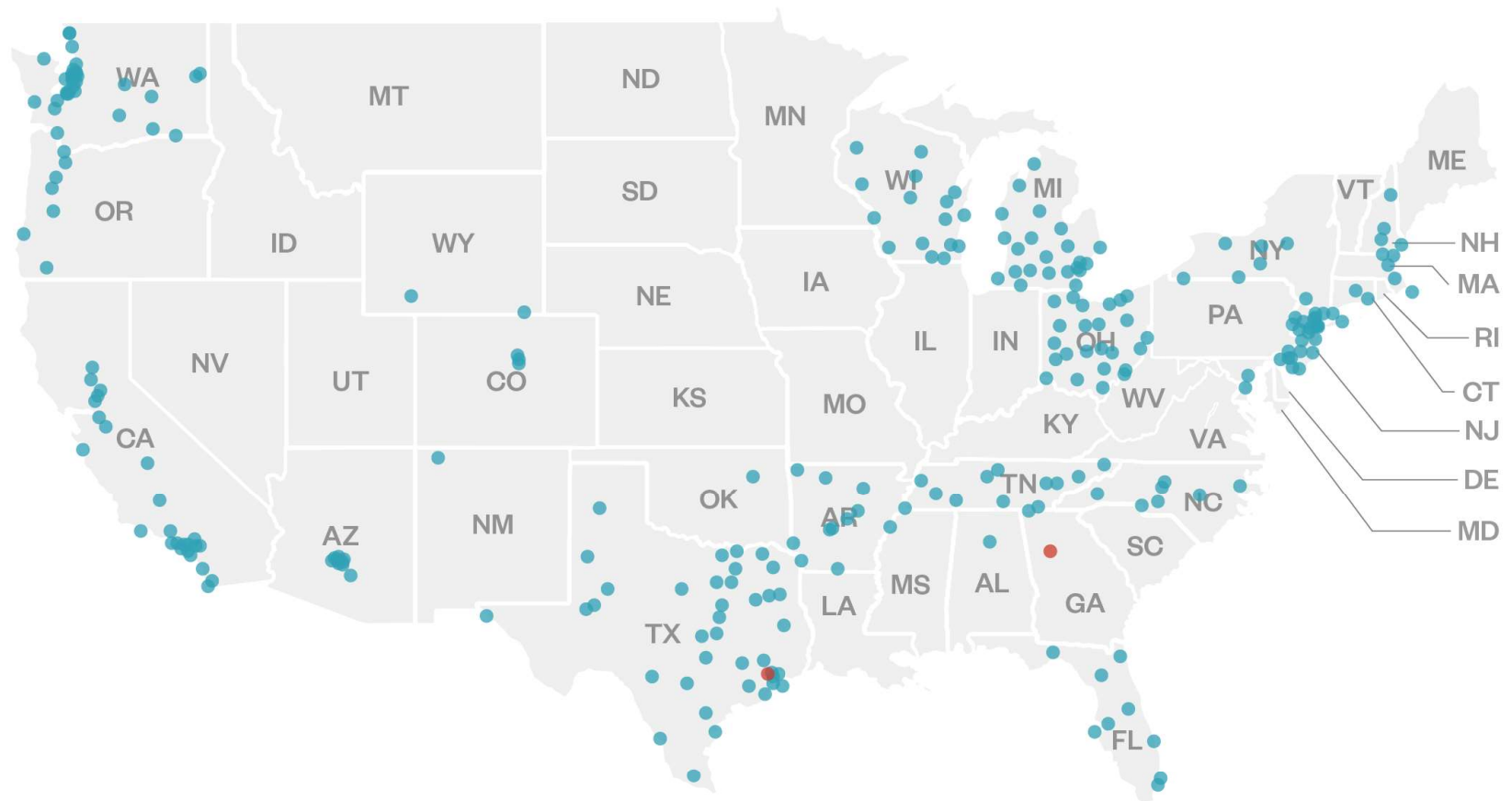




## Idealized Timeline for Implementing Guided Pathways at Scale



# A National Movement: Colleges Implementing Guided Pathways

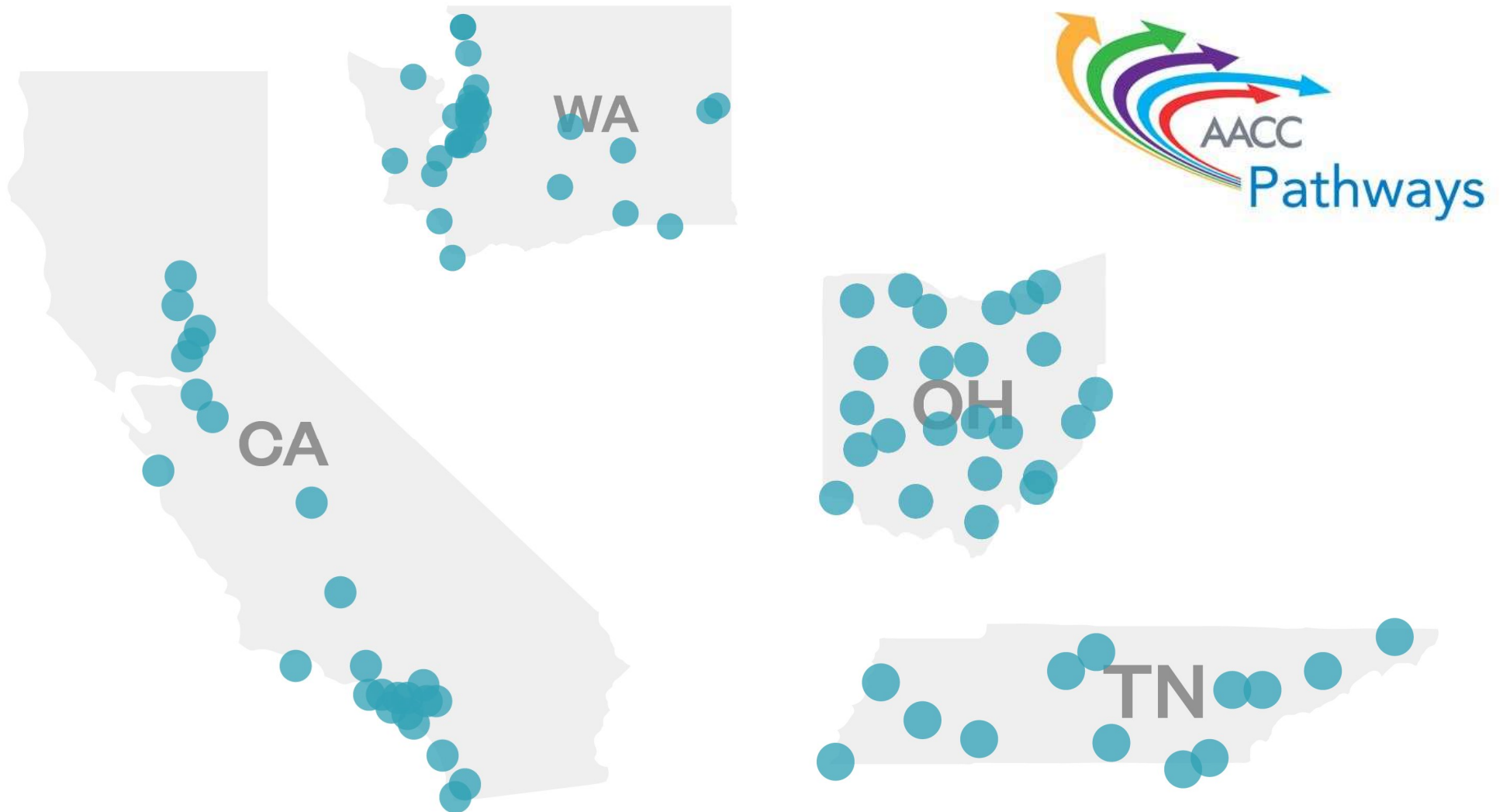
**Institution Type**

● Community College

● University

*Updated February 2019*

# What We Are Learning Through State and National Research Projects



CCRC

## Early M Why Th Improv

By Davis Jenkins and T

Postsecondary reform  
completion, increasin  
ing equity gaps in stu  
increases and improv  
eventually signal the  
to reform college prac  
broad reasons why st

First, graduation and e  
term metrics, we will  
to get an indication of  
progress that predict l  
reforms much earlier.  
it is unlikely that long

Second, focusing on ne  
it can also motivate and  
students begin their co  
ing progress toward the  
progress in the first yea  
chances of program co  
to introduce practices t

In this brief, we propo  
described above: Rese  
long-term success, and  
are particularly import  
measures are valuable individually, as a  
reforms on students, and thus are more valuable

REPORT | SEPTEMBER 2018

# Building Guided Pathways to Community College Student Success

## Promising Practices and Early Evidence From Tennessee

Davis Jenkins | Amy E. Brown | John Fink | Hana Lahr | Takeshi Yanagiura



**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



# Guided Pathways Essential Practices

## 1 Clarify paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

## 2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

## 3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

## 4 Ensure students are learning

- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning

**As our research focus has evolved,**

**What**

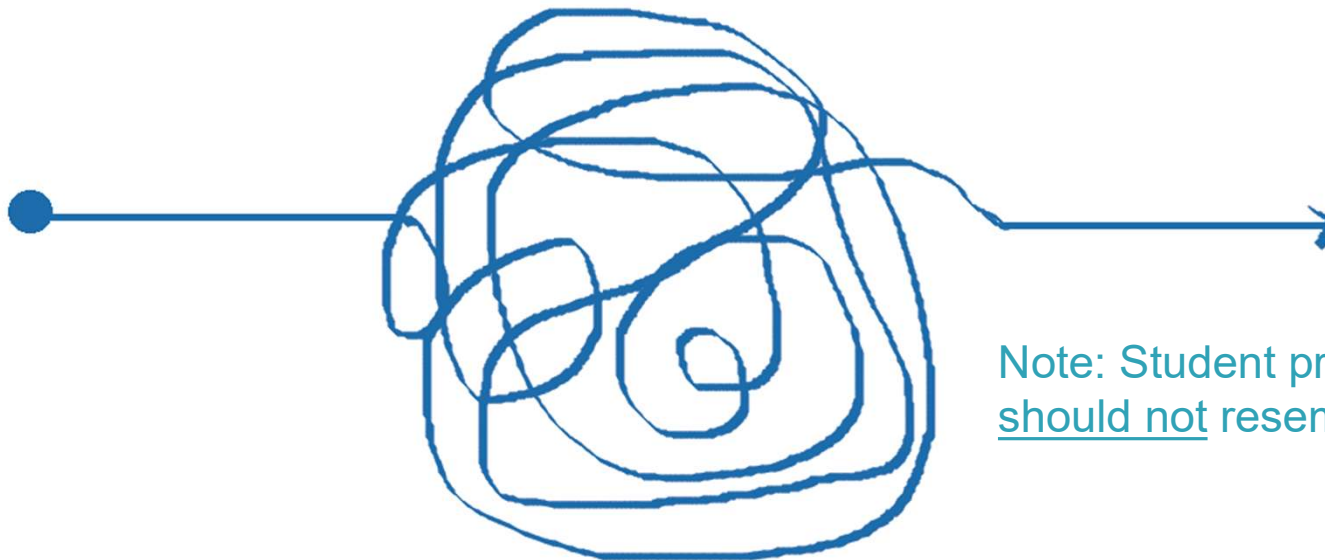
(essential practices)



**How**

(change process)

**our understanding of guided pathways  
implementation has become more complex.**



Note: Student program pathways  
should not resemble this figure.

# Guided pathways: Complicated and compelling

What do we mean by \_\_\_\_\_?

multiple

at scale

concurrently

institution-wide

complementary

transformational

contextualized

# Guided Pathways Mindset Shifts

## FROM:

## TO:

Transfer vs. CTE, credit vs. non-credit



Career-connected transfer paths or livable-wage job w/ clear degree path

Full-time vs. part-time



On-plan vs. off-plan

Job/transfer support for near completers



Career/transfer exploration and planning for all students from the start

Standardized placement tests



Multiple measures and in-class diagnostic assessment

Pre-requisite remediation



Integrated/contextualized academic support

Algebra and English comp “gatekeepers”



Critical program courses (including field-appropriate math)

In-class vs. co-curricular



Program-relevant active/experiential learning



# Educational plans – a core pathways idea

**The goal: every student builds a full-program educational plan by the end of term 1 (or year 1)**

- Why start with plans?
- Why are plans important?
- How are plans different than maps?

# What makes a good education plan?

- Covers entire program (through completion) and is based on the program maps
- Customized for each student to account for:
  - Prior credits (transfer, APA, DE, PLA, etc.)
  - Educational goals and personal interests (electives)
  - Transfer destination and major
  - Timeline to completion
- Contains at least 1 program course in first term, and 3 program courses in year 1
- Includes experiential learning opportunities
- Easily accessible to students, advisors, faculty
- Is regularly updated to reflect any changes to students' plan
- Tied to scheduling and registration process and locked into student information system

# Student perspectives on educational plans

- One-on-one interviews with 149 students across the City Colleges of Chicago
- Subset of questions focused on the roll-out of pathways practices
- 48 students expressed a clear opinion about their experience with pathways practices
  - 37 students expressed something positive about GP
  - 4 students expressed a critique or downside of GP
  - 19 students expressed frustration related to pathways implementation

# Student perspectives on educational planning

- Most student reacted *positively* to guided pathways practices
  - Program maps simplified educational planning
  - Having a plan motivated students towards completion
  - Student appreciated integrated supports – advisors played an important role in helping make meaning during the educational planning process
- A few students, however, *voiced concerns*, mainly related to challenges with implementation, e.g. confusion and technical glitches.



## Motivating students towards next steps

One student said that his educational plan is “something I look up to, something that is motivating me that if you can do this by fall 2017, you’re going to be at UIC [University of Illinois at Chicago].”



## Seeing progress towards completion

I find [the pie-chart] really helpful.... Like you're on the right track. And it gives you a boost, like, 'Oh I'm almost done. I'm at 60 percent.'"



## Reassuring students that they're on the right track

One student said that, prior to creating an educational plan, she questioned, “Am I on the right path? Am I missing a class? Am I going to forget something?” ... “[The educational plan] really made me feel at ease because I was able to see my next step and not have to worry.





## **...and reassuring parents**

Another student described how this assurance was also helpful to her parents: “I remember feeling at peace and being able to go home and tell my parents ‘Okay, so here’s the plan.... Don’t freak out, I’ve got this under control.’ They were like, ‘Cool.’”

# Program mapping

# Elementary Education (K-5)

[Home](#) > [Academics](#) > [Academic Programs](#) > [Programs](#) >

[Request More Information](#) | [Print Map](#)



## Transfer Teaching, Elementary Education (K-5)



### Associate of Science in Teaching



#### A day in the life




Elementary education requires patience, creativity and a passion for helping students learn. Teachers are on their feet a lot and spend hours outside the classroom preparing lessons. Few professions are as rewarding.

#### Three reasons to consider this program.

EDU 101 Introduction to Teaching   
ENGL 1010 Composition I  
MATH 1530 Introductory Statistics   
SPCH 1010 Fundamentals of Speech

EDU 111 Intro to Education of Exceptional Childr...   
ENGL 1020 Composition II  
BIOL 1110 General Biology I  
ARTH 1030 Art Appreciation   
MATH 1410 Number Concepts/Algebra Structures

GEOG 2010 World Regional Geography  
ENGL 2110 Survey of American Literature I   
HIST 2010 Survey of US History I  
MATH 1420 Problem Solving Geometry  
GEOL 1040 Physical Geology 

EDU 211 Educational Psychology   
HIST 2020 Survey of US History II  
POLS 1030 American Government   
MSC 1012 Introduction to Physical Science  
Humanities Elective 

#### 1st Fall

Sept  
EDU Advising Session

Oct  
See Coach/Advisor  
FAFSA

Nov  
Register

#### 1st Spring

Feb  
EDU Advising Session  
Decide Transfer Institution

Mar  
See Coach/Advisor

Apr  
Register

#### 2nd Fall

Sept  
Apply to Graduate  
EDU Advising session



Oct  
See Advisor  
Praxis Core workshop  
FAFSA

Nov  
Praxis Core  
Apply institution  
Register

#### 2nd Spring

Feb  
EDU Advising Session  
Praxis Core workshop  
Retake Praxis Core

Mar  
Exit exam  
Dispositions Due

 Key Course: program faculty have identified this course as key to your success  
 Recommended Elective: check catalog for other acceptable courses  
This map assumes completion of course prerequisites

# Program map examples

Semester 3

Course

CIT 111

CIT 211

COM 101

ENG 101

Social

Credit

<sup>1</sup>Refer to

Semester 4

Course

CIT 211

CIT 211

ENG 101

MGT 201

MTH 101

MTH 101

Human

Credit

<sup>1</sup>Refer to

## Semester 3

Course	Credit Hours	Minimum Grade Required	Tips for Success
<a href="#">CIT 237S Computer Security Essentials</a>	3		► Student must submit successful background check for CIT 237S.
<a href="#">CIT 242S Computer Forensics Essentials</a>	3		
<a href="#">CSC 210S CCNA 1</a> OR	3	C	► Student should apply for internship.
<a href="#">NEP 236S Configuring Microsoft Windows Workstation</a> <sup>1</sup>		C	► Advisor to evaluate student's eligibility to graduate with Help Desk Short-Term Technical Certificate, Networking Short-Term Technical Certificate or Network Computer Management Certificate.
<a href="#">CSC 211S CCNA 2</a> OR	3	C	
<a href="#">NEP 237S Configuring Microsoft Windows Server</a> <sup>1</sup>		C	
<a href="#">MKT 218S Customer Service</a>	1		
Technical Elective <sup>2</sup>	3		
<b>Credit Hours</b>	<b>16</b>		

<sup>1</sup>Student must complete one of two series. CSC 210S, CSC 211S, CSC 212S and CSC 213S OR NEP 236S, NEP 237S, NEP 238S and NEP 239S.<sup>2</sup>To be chosen from CIT 111S, CIT 212S, CIT 236S, CIT 248S, CIT 250S, CIT 280S, CSC 117S, NET 101S or NET 105S.

## Semester 4

Course	Credit Hours	Minimum Grade Required	Tips for Success
<a href="#">CIT 216S Capstone Project</a> OR	3		► Student to submit graduation application.
<a href="#">CIT 291L Internship Experience</a> AND			► Student to meet with transfer advisor at four-year school, if applicable.
<a href="#">CIT 291R Internship Seminar</a>			
<a href="#">CIT 238S System Vulnerabilities &amp; Security</a>	3		► Advisor to evaluate student's eligibility to graduate with Systems Administrator Certificate.
<a href="#">CIT 243S Advanced Computer Forensics</a>	3		
<a href="#">CSC 212S CCNA 3</a> OR	3	C	
<a href="#">NEP 238S Administering Microsoft Windows Server</a> <sup>1</sup>		C	
<a href="#">CSC 213S CCNA 4</a> OR	3		
<a href="#">NEP 239S Configuring Advanced Windows Server</a> <sup>1</sup>			
<b>Credit Hours</b>	<b>15</b>		

<sup>1</sup>Student must complete one of two series. CSC 210S, CSC 211S, CSC 212S and CSC 213S OR NEP 236S, NEP 237S, NEP 238S and NEP 239S.

Total Credit Hours | 61



# Palm Beach Community College, Florida

## PBSC FIND *Your* PATH

GET ON TRACK > CAREER PATHWAY  
**HEALTH SCIENCE**

Undecided? You want a career, but you don't know yet what you want to do. No worries. PBSC Find Your Path will help start you on the right track.



Make a difference in people's lives as a health professional. PBSC offers two types of associate degrees, each with a choice of health science career pathways. The Associate in Arts transfer degree tracks align to university requirements to give you a smooth transition into a bachelor's degree program. The Associate in Science career degrees prepare you for immediate employment, while providing transfer options. All associate degrees allow you to earn marketable certificates along the way, and upon graduation, transfer into a PBSC bachelor's degree program.

**1**  
**TERM**

The 12 hour schedule in Term 1 is designed to include courses that will set a foundation for success and allow you time to explore and decide what path is best for you.

Select One	Course	Credits	MILESTONE	CREDENTIAL	COMPLETED
	SLS1501 Intro to the College Experience	3	→		<input type="checkbox"/>
	ENC1101 College Composition 1	3	→		<input type="checkbox"/>
	MAC1105 College Algebra	3	→		<input type="checkbox"/>
	STA2023 Statistics	3	→		<input type="checkbox"/>
	BSC2085 Anatomy and Physiology 1 and Lab	4	→		<input type="checkbox"/>
	<b>TOTAL CREDITS</b>	<b>13</b>			

Note: Additional college level chemistry may be required.

**AA**  
**TRANSFER**  
**DEGREE**  
**TRACKS**

NUTRITION SCIENCES

EXERCISE & HEALTH  
PROMOTION

NURSING

PHARMACY

HEALTH SCIENCES

**AS**  
**CAREER**  
**DEGREES**

DENTAL HYGIENE

DIAGNOSTIC MEDICAL  
SONOGRAPHY

HEALTH INFORMATION  
TECHNOLOGY

NURSING

OPHTHALMIC MEDICAL  
TECHNOLOGY

RADIOGRAPHY

RESPIRATORY CARE



**Milestone Courses:**

Take these courses in the proper order, they are the first priority for this pathway.



Course to earn a Micro-credential (or certificate) which verify, validate and attest that specific skills and/or competencies have been achieved.



It is critical to see an advisor to help select courses for this pathway. Make regular appointments to keep on track.

[palmbeachstate.edu/FINDyourPATH](http://palmbeachstate.edu/FINDyourPATH)



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	ENC1101 College Composition 1	3	➔		<input type="checkbox"/>
Select One	MAC1105 College Algebra	3	➔		<input type="checkbox"/>
	STA2023 Statistics		➔		<input type="checkbox"/>
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[palmbeachstate.edu/FINDyourPATH](http://palmbeachstate.edu/FINDyourPATH)


# Palm Beach Community College, Florida

## PBSC 15 to FINISH

AA

ASSOCIATE IN ARTS DEGREE > CAREER PATHWAY  
Biological Sciences

With 15 to Finish, students are encouraged to take 15 credits per term – or 30 credits per year – to graduate on-time (in most cases, 2 years for an associate's degree or 4 years for a bachelor's degree).



PALM BEACH STATE  
COLLEGE

1  
FALL

	CREDITS	CREDENTIAL
CHM 1045 General Chemistry 1	3	
CHM 1045L General Chemistry 1 Lab	1	
MAC 1147 Precalculus Algebra and Trigonometry	5	
SLS 1501 Introduction to the College Experience	3	
ENC 1101 College Composition 1	3	

3  
FALL

	CREDITS	CREDENTIAL
BSC 1011 Principles of Biology 2	3	
BSC 1011L Principles of Biology 2 Lab	1	
CHM 2210 Organic Chemistry 1	3	
CHM 2210L Organic Chemistry 1 Lab	1	
STA 2023 Statistics	3	
<del>-Or-</del> MAC 2312 Calculus With Analytic Geometry 2	4	
Humanities (ARH, MUL, PHI, THE Course)	3	

2  
SPRING


	CREDITS	CREDENTIAL
BSC 1010 Principles of Biology 1	3	
BSC 1010L Principles of Biology 1 Lab	1	
CHM 1046 General Chemistry 2	3	
CHM 1046L General Chemistry 2 Lab	1	
MAC 2311 Calculus With Analytic Geometry 1	4	
ENC 1102 College Composition 2	3	


4  
SPRING


	CREDITS	CREDENTIAL
POS 1041 Introduction to American Government	3	
<del>-Or-</del> AMH 2020 United States History from 1865 to Present		
SPC 1017 Fundamentals of Speech Communication	3	
Humanities (Literature Course)	3	
PSY 2012 General Psychology	3	
CHM 2211 Organic Chemistry 2	3	
CHM 2211L Organic Chemistry 2 Lab	1	


Career and Transfer Outlook


This **recommended** AA Plan prepares students to continue their career pathway to a bachelor's degree program at PBSC or another state of Florida public college or university. Since institutional pre-requisites may change, please consult with your PBSC Academic Advisor to ensure all entry requirements are met for the transfer institution and program of your choice (i.e. minimum GPA, limited access, and additional requirements or pre-requisite courses).


 Have you spoken with an advisor? Get on track early!

 Take courses in the proper order to stay on track to graduate on time.

 Course to earn a Micro-credential (i.e., certificate).

 Save time & money by finishing in 2 years. Check for scholarships for those who qualify!

 Resources: Student Learning Centers, Counseling, both Veterans and Disability Support Services, plus Wellness Centers and more.



Success!

palmbeachstate.edu/15toFINISH



# Palm Beach Community College, Florida

## PBSC Follow to Finish

To stay on track, follow the sequence and complete on time!



ASSOCIATE IN SCIENCE > Career Pathway: Science, Technology, Engineering, Mathematics  
Computer Programming AS

		Credits	CREDIT CERTIFICATES	
			C1	C2
<b>Year 1</b>	<b>Fall Term</b>	<b>15</b>		
	COP1000 Introduction to Programming	3	✓	✓
	CNT2000 Network Technologies	3	✓	
	CTS2120 Security Essentials	3		
	CGS1100 Microcomputer Applications	3	✓	✓
	Any MAC prefix course from Mathematics - Area III	3		
	<b>Spring Term</b>	<b>15</b>		
	CTS2301 Linux Fundamentals	3	✓	
	Programming Languages*	6	✓	✓
	COP2700 Introduction to Database	3	✓	
	CIS2321 Systems Analysis and Design	3	✓	✓

**Note:** \*Must pick 9 credits of approved Programming Language Electives for the Computer Programming Specialist CCC.

		Credits	CREDIT CERTIFICATES	
			C1	C2
<b>Year 2</b>	<b>Fall Term</b>	<b>15</b>		
	CIS2513 Information Technology Project Management	3	✓	
	Business/Computer Elective	3		
	Programming Languages*	6	✓	✓
	ENC1101 College Composition 1	3		
	<b>Spring Term</b>	<b>15</b>		
	Any course from Social Science Area V	3		
	Any course from Humanities Area II	3		
	Programming Language	3		
	Business/Computer Elective	3		
	SPC1017 Fundamentals of Speech Communication	3		

**Total Program Credits: 60**



### Milestone Courses:

Take these courses in the proper order, they are the first priority for this pathway.



Course to earn a Micro-credential (or certificate) which verify, validate and attest that specific skills and/or competencies have been achieved.



Make regular appointments with an advisor to keep on track.

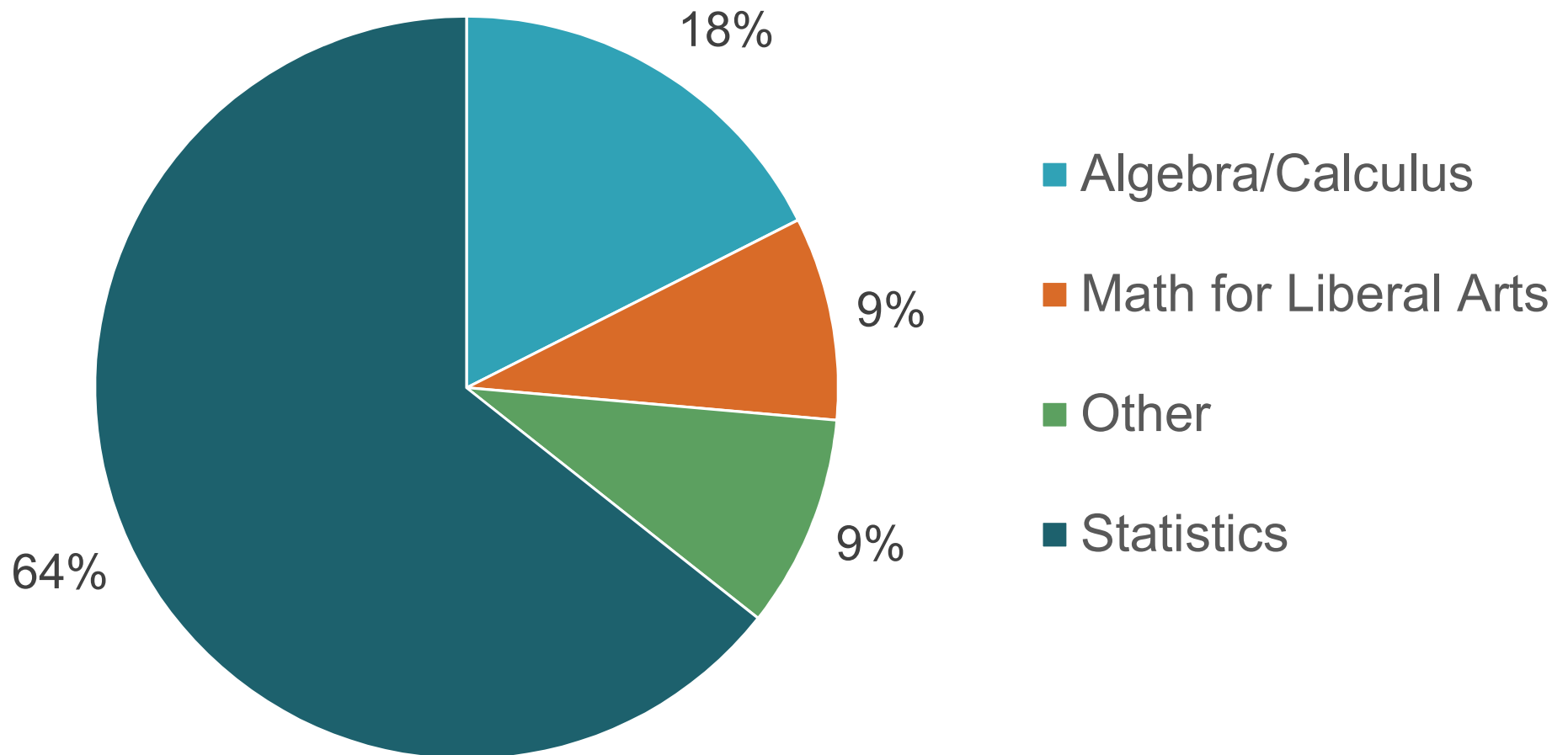
### Certifications:

**C1: Programing CCC 33cr**

**C2: Computer Programming Specialist CCC 18cr**

# Program-Aligned Math Pathways

**Math Courses Taken by First-Time College Students:  
Tennessee Community Colleges, Fall 2016**



# Part-time maps?

## Example 1: Sinclair Community College

### 2018 - 2019 Catalog Year English (Part-time)

Degree: Associate of Arts  
Division: Liberal Arts, Communication and Social Sciences

Download Print

☐ Show course descriptions Print

This Sample Program Pathway is designed to provide an example of course selections in a term by term sequence. Please see an Academic Advisor for a plan specific to your academic needs.

Fall Semester (First Year)		Elective course signified by *	Hours
	SCC-1101: FIRST-YEAR EXPERIENCE		1.0
	ENG-1101: ENGLISH COMPOSITION I		3.0
*	PSY-1100: GENERAL PSYCHOLOGY		3.0
Term hours subtotal:			7
Spring Semester (First Year)			Hours
	ENG-1201: ENGLISH COMPOSITION II		3.0
	BIS-1120: INTRO TO SOFTWARE APPS		3.0
Term hours subtotal:			6
Summer Semester (First Year)		Elective course signified by *	Hours
	LIT-2234: LIT AFRICA ASIA LAT AMER		3.0
*	MAT-144S: QUANTITATIVE LITERACY		3.0
Term hours subtotal:			6
Fall Semester (Second Year)		Elective course signified by *	Hours
	LIT-2220: INTRO TO LITERATURE		3.0
*	COM-2206: INTERPERSONAL COMM		3.0
Term hours subtotal:			6
Spring Semester (Second Year)		Elective course signified by *	Hours
	LIT-2230: GREAT BOOKS WESTERN WORLD		3.0
*	ART-1110: ART APPRECIATION		3.0
Term hours subtotal:			6
Summer Semester (Second Year)		Elective course signified by *	Hours
*	PHI-2204: GREAT BOOKS: PHILOSOPHY		3.0
*	SOC-1101: INTRO TO SOCIOLOGY		3.0
Term hours subtotal:			6
Fall Semester (Third Year)		Elective course signified by *	Hours
	LIT-2211: AMERICAN LITERATURE I		3.0
*	BIO-1111: GENERAL BIOLOGY I		4.0
	BIO-1117: LAB FOR GENERAL BIOLOGY I		0.0
Term hours subtotal:			7
Spring Semester (Third Year)		Elective course signified by *	Hours
*	BIO-1211: GENERAL BIOLOGY II		4.0
	BIO-1217: LAB FOR GENERAL BIO II		0.0
	LIT-2212: AMERICAN LITERATURE II		3.0
Term hours subtotal:			7
Fall Semester (Fourth Year)		Elective course signified by *	Hours
*	PSY-2217: ABNORMAL PSYCHOLOGY		3.0
	LIT-2201: BRITISH LITERATURE I		3.0
Term hours subtotal:			6
Spring Semester (Fourth Year)		Elective course signified by *	Hours
	LIT-2202: BRITISH LITERATURE II		3.0
*	GEO-1101: HUMAN GEOGRAPHY		3.0
Term hours subtotal:			6

This information is for planning purposes only. Sinclair College will make every effort to offer curriculum listed above but reserves the right to change, add and cancel curriculum offerings for unforeseen circumstances. View current catalog.

# Part-time maps?

## Example 2: Riverside City College

Business and Information Systems  
Instructional Pathway

Riverside City College

## Business Administration

Associate Degree for Transfer (ADT)

The Business Administration program prepares students to apply business principles and techniques in various career settings (domestic, international, electronic, etc.) in order to gain perspective on business situations affecting personal and working lives. Students will learn about buying, selling, and production of goods and services; understanding business organization; general management; employee motivation strategies; and basic accounting principles as well as economic and marketing principles. Completion of the Business Administration: Associate Degree for Transfer (ADT) will prepare you to meet minimum lower division admission requirements (60 transferable units) for transfer to a California State University (CSU). The Business Administration program map below includes all of your major coursework and recommended general education courses by term that is needed to fulfill your degree and transfer requirements.

### Business Administration- ADT (CSU)

	0-15 units	Units
	Communication Studies 1 or 1H (CSU General Education: Area A1)	3
Term 1	Math 12 or 12H or 5 (CSU General Education: Area B4)	4
	Business 10 or 10H	3
	Computer Information Systems 1A	3
	Intercession (Winter or Summer Term)	Units
	Art 6 or Music 19 or Theatre Arts 3 (CSU General Education: Area C1)	3

	16-30 units	Units
	English 1A (CSU General Education: Area A2)	4
Term 2	Political Science 1 (CSU General Education: Area D and US 2)	3
	Accounting 1A	3
	Communication Studies 12 (CSU General Education: Area D)	3
	Intercession (Winter or Summer term)	Units
	Kinesiology 35 or 36 (CSU General Education: Area E)	3

	31-45 units	Units
	Economics 7 or 7H or 8 or 8H (CSU General Education: Area D)	3
Term 3	Geography 1 or 1H and 1/L (CSU General Education: Area B1)	4
	Accounting 1B	3
	English 1B (CSU General Education: Area A3)	3
	Intercession (Winter or Summer term)	Units
	Business 18A	3

	46-60+ units	Units
	Economics 7 or 7H or 8 or 8H	3
Term 4	Anthropology 1 or 1H (CSU General Education: Area B2)	3
	Spanish 1 or Japanese 1 or Chinese 1 or Philosophy 12 (CSU GE: Area C2)	3-5
	History 6 or 6H or 7 or 7H (CSU General Education: Area C2 and US 1)	3

For alternative CSU General Education options refer to the back of this page or in the RCC Catalog, under Requirements for College Transfer, page 79.  
RCC Catalog website link:  
<https://www.rcc.edu/departments/Pages/College-Catalog.aspx>

### BUSINESS ADMINISTRATION COURSE ROTATION

Fall Semester	Winter Intercession	Spring Semester	Summer Intercession
ACC 1A	ACC 1A	ACC 1A	ACC 1A
ACC 1B	ACC 1B	ACC 1B	ACC 1B
BUS 10	BUS 10	BUS 10	BUS 10
BUS 18A	BUS 18A	BUS 18A	BUS 18A
CIS 1A	CIS 1A	CIS 1A	CIS 1A
ECO 7	ECO 7	ECO 7	ECO 7
ECO 8	ECO 8	ECO 8	ECO 8

### Milestones

**Milestones** are courses, co-curricular activities and **recommendations** from your Student Success Team that will keep you on track towards completion of your degree.

**Check off your milestones as you complete them.**

#### Business Administration Degree Completion Milestones

- ☐ Complete English 1A (transfer-level English)
- ☐ Complete Mat 12 or 5 (transfer-level math)
- ☐ Complete Entry Level Business Course
- ☐ Apply to Universities (CSU/JC application period Oct 1-Nov 30)
- ☐ Apply for ADT degree by beginning of spring term before transfer
- ☐ Complete RCC Graduation application (during your last term)

#### Student Success Team Milestones

- ☐ Meet with your Counselor to Complete your Comprehensive Student Education Plan (SEP)
- ☐ Complete FAFSA (Oct 1<sup>st</sup> - Mar 2<sup>nd</sup> for priority)
- ☐ Meet with Faculty Advisor for career opportunities
- ☐ Meet with your Counselor to update SEP (every semester)
- ☐ Meet with your Counselor for pre-graduation check

#### Co-Curricular Activity Milestones

- ☐ Research Potential Clubs on Campus
- ☐ Participate in tutoring, student success workshops or supplemental instruction
- ☐ Visit the Career Center for Internship opportunities
- ☐ Research transfer institutions
- ☐ Attend Transfer workshops and Transfer Fair
- ☐ Participate in an internship/ job shadowing
- ☐ Participate in a research activity (meet with Faculty Advisor)

Enrollment status will impact the completion time for your degree and/or transfer. Full Time students are recommended to take between 12-15 units per term. Part Time students are encouraged to take between 6-9 units per term (meet with a counselor to determine appropriate work/life/school balance). Program completion is dependent on your schedule availability and when courses are offered.

# Part-time maps?

## Example 3: Palm Beach Community College

# PBSC Flex to FINISH

**AA** ASSOCIATE IN ARTS DEGREE > CAREER PATHWAY

**Biological Sciences**

With Flex to Finish, students are encouraged to take an average of 6–11 credits each Fall and Spring term, plus additional credits during the Summer to stay on track to graduate.

	COURSE	CREDITS	CREDENTIAL
<b>1</b> FALL	SLS 1501 Introduction to the College Experience	3	
	ENC 1101 College Composition 1	3	
	BSC 1010 Principles of Biology 1	3	
	BSC 1010L Principles of Biology 1 Lab	1	
<b>2</b> SPRING	BSC 1011 Principles of Biology 2	3	
	BSC 1011L Principles of Biology 2 Lab	1	
	ENC 1102 College Composition 2	3	
	MAC 1105 College Algebra	3	
<b>3</b> SUMMER	Humanities (Literature Course)	3	
	CHM 1045 General Chemistry 1	3	
	CHM 1045L General Chemistry 1 Lab	1	
<b>4</b> FALL	MAC 1114 Trigonometry	3	
	CHM 1046 General Chemistry 2	3	
	CHM 1046L General Chemistry 2 Lab	1	
	Humanities (ARH, MUL, PHI, THE Course)	3	
<b>5</b> SPRING	CHM 2210 Organic Chemistry 1	3	
	CHM 2210L Organic Chemistry 1 Lab	1	
	SPC 1017 Fundamentals of Speech Communication	3	
	MAC 1140 Precalculus	3	
<b>6</b> SUMMER	POS 1041 Introduction to American Government	3	
	<del>Or</del> AMH 2020 United States History from 1865 to Present		
<b>6</b> SUMMER	PSY 2012 General Psychology	3	
	<b>7</b> FALL	CHM 2211 Organic Chemistry 2	3
CHM 2211L Organic Chemistry 2 Lab		1	
MAC 2311 Calculus With Analytic Geometry 1		4	

**Career and Transfer Outlook**

*This recommended AA Plan prepares students to continue their career pathway to a bachelor's degree program at PBSC or another state of Florida public college or university. Since institutional pre-requisites may change, please consult with your PBSC Academic Advisor to ensure all entry requirements are met for the transfer institution and program of your choice (i.e. minimum GPA, limited access, and additional requirements or pre-requisite courses).*

**Success!**

Have you spoken with an advisor? Get on track early!

Take courses in the proper order to stay on track to graduate on time.

Course to earn a Micro-credential (or certificate).

Save time & money during Summer Term. Scholarships for those who qualify!

Resources: Student Learning Centers, Counseling, both Veterans and Disability Support Services, plus Wellness Centers

[palmbeachstate.edu/FLEXtoFINISH](http://palmbeachstate.edu/FLEXtoFINISH)

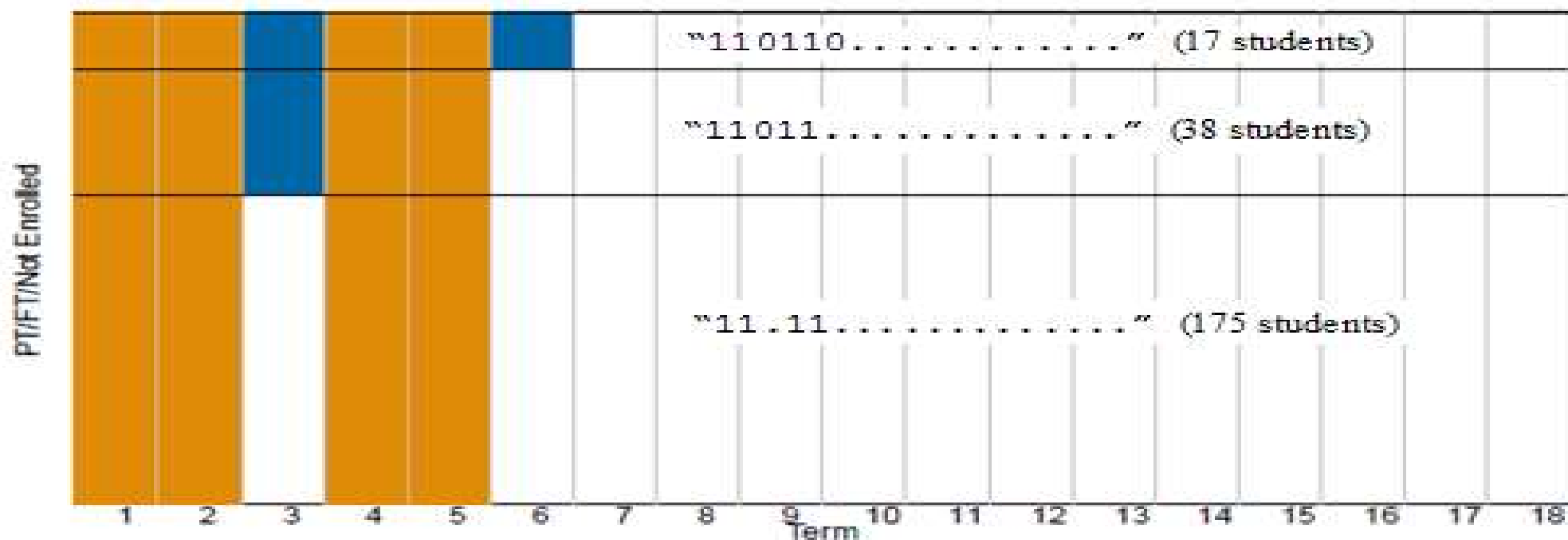


# Part-time maps?

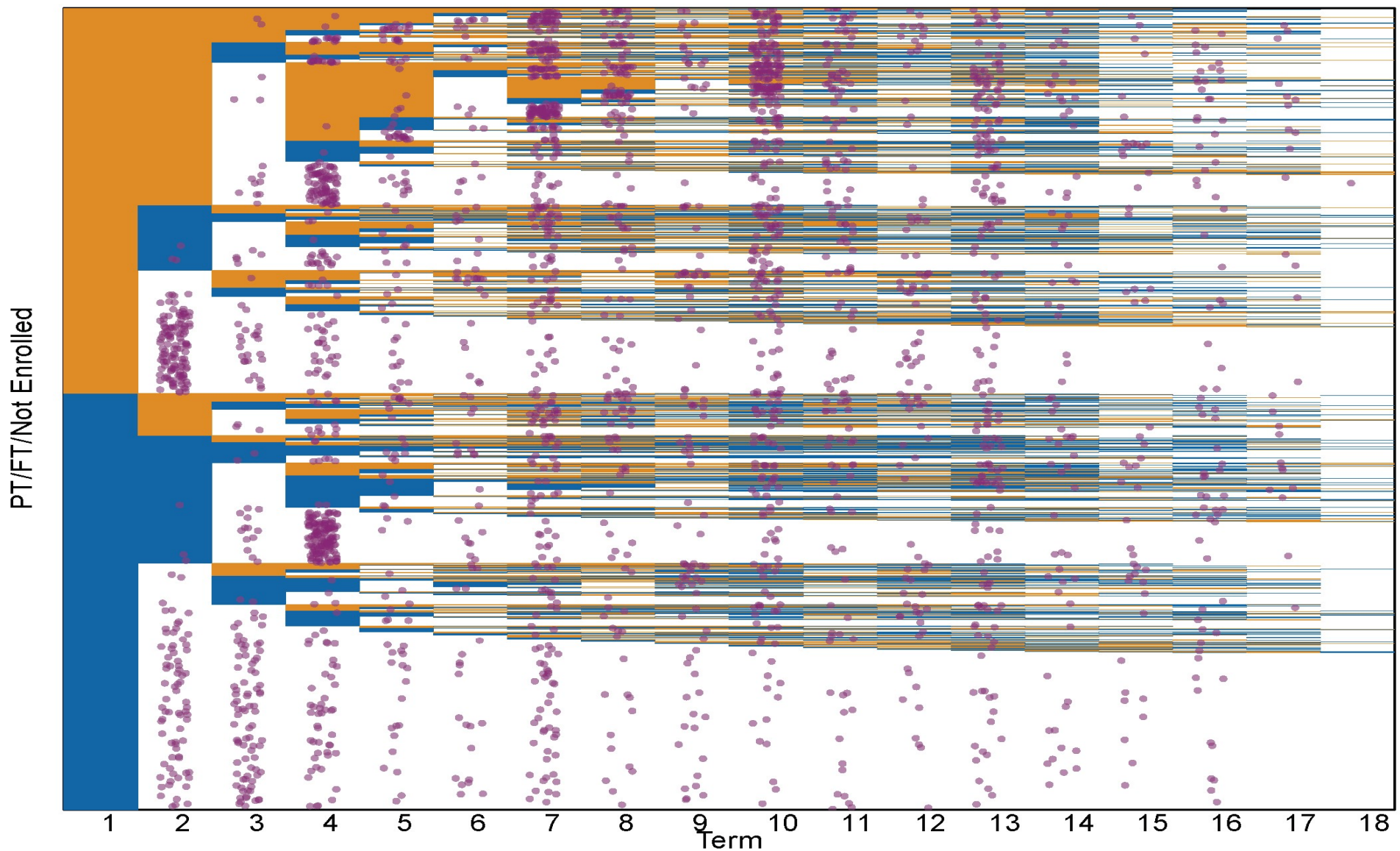
## Example 4: St. Petersburg College

<div> <div> St. Petersburg College  <b>SPC</b> </div> <div> Recommended Academic Pathway - Effective Spring 2019  Business Administration (BUS-AS)  <i>BS/BAS Transfer Subplan</i> </div> </div>							
Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req	Options Available
1	ENC 1101	Composition I	3	Gen Ed	F, Sp, Su		Y
2	MAT 1033	Intermediate Algebra	3	PreReq	F, Sp, Su		
3	CGS 1100	Computer Applications	3	Support	F, Sp, Su		
4	GEB 1011	Introduction to Business	3	Core	F, Sp, Su		
5	MAC 1105	College Algebra	3	Subplan	F, Sp, Su	Y	
6	ACG 2021	Financial Accounting	3	Core	F, Sp, Su		
7	PSY 1012	General Psychology	3	Support	F, Sp, Su		Y
8	MAN 2021	Principles of Management	3	Core	F, Sp, Su		
9	GEB 2214	Business Communications	3	Core	F, Sp, Su		
10	HUM 1020	Introduction to Humanities	3	Gen Ed	F, Sp, Su		Y
11	MAC 2233	Applied Calculus I	3	Subplan	F, Sp, Su	Y	
12	ENC 1102	Composition II	3	Subplan	F, Sp, Su	Y	
13	SPC 1017	Introduction to Speech Communication	3	Gen Ed	F, Sp, Su		Y
14	ACG 2071	Managerial Accounting	3	Subplan	F, Sp, Su	Y	
15	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp, Su		Y
16	STA 2023	Elementary Statistics	3	Subplan	F, Sp, Su	Y	
17	ECO 2013	Principles of Macroeconomics	3	Subplan	F, Sp, Su		
18	BUL 2241	Business Law I	3	Core	F, Sp, Su		Y
19	MAN 2604	Intercultural Relations in Business	3	Core	F, Sp, Su		
20	ECO 2023	Principles of Microeconomics	3	Subplan	F, Sp, Su	Y	
21	GEB 2940	Business Internship	3	Subplan	F, Sp, Su	Y	
Total Program Credits			60				

# Ideal CC Student Pathways



# Actual CC Student Pathways



Source: Crosta, 2013.



# Meta-majors

## Prince George's Community College (MD)



# Sinclair Community College (OH)

About

HOME / ACADEMIC

Academic Calendar

Course Schedule

All Programs

Academic Division

CAREER COMMUNITY

• Business

• Creative

• Health Sciences

• Law & Public

• Liberal Arts

• Science, Technology

Course Catalog

Appalachian College

College Credit

Educational Technology

Fast Forward

Honors Program

International Education

Lifelong Learning

Mentoring Collaborative

Miami Valley

Taylor Scholars

Think College

Online Programs

Upward Bound

Workforce Development

Young Scholars Program

Fast Forward Center

Honors Program

International Education

Lifelong Learning

Mentoring Collaborative

Miami Valley Tech Prep

Taylor Scholars

Think College

Online Programs

Upward Bound

Workforce Development

Young Scholars Program

College Events [See All](#)

SEP 14 Women's Volleyball v. Cuyahoga Community College

SEP 18 Deciding Day

SEP 18 Women's Volleyball v. Cedarville JV

SEP 19 Battle of the Badges Blood Drive

SEP 19 Do You Want to Be A Teacher? | Education Open House

Academic Sports Arts Events

Academic Calendar

< September 2018 >

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Current Day Event Day

Info for

Sinclair College

About Locations Enrollment & Aid Academics Services Student Life Giving

APPLY NOW SCHEDULE A VISIT MORE INFO

HOME / ACADEMICS / ACADEMIC DIVISION / BUSINESS AND PUBLIC SERVICES / BUSINESS & PUBLIC SERVICES / BUSINESS ADMINISTRATION BUS.S.AS

Business Administration BUS.S.AS

ASSOCIATE OF SCIENCE - 63 CREDIT HOURS

Division: Business and Public Services  
Department: Business & Public Services  
Effective as of Fall 2019

What is the program about?

The University Parallel program is designed for the student who wants to pursue a baccalaureate degree at a four-year institution in a business discipline. The purpose of the degree program is to provide the basic core of business and general education requirements for the first two years of a four-year program. As part of this degree program, students must complete the requirements of the Ohio Transfer Module in order to graduate.

Program Outcomes

- Apply written and verbal communication skills to business applications, including teamwork activities and delivering oral and written presentations.
- Apply basic application software skills, file management skills and information research and evaluation skills to business problem solving.
- Apply problem-solving skills to mathematical and business problems.

Transferability

Completion of this program guarantees completion of the Ohio Transfer Module (OTM). OTM courses are guaranteed to transfer to any public institution in Ohio on a course-by-course basis or in total.

Additional Information

THIS PROGRAM IS AVAILABLE IN THE FOLLOWING FORMAT:

15 MONTHS TO YOUR FUTURE

Streamlined 15-month associate degree options get you job or transfer-ready faster!

SINCLAIR FLEXPACE

The speed of learning is up to you! Fast track to a degree or take a break when life gets busy.

CURRICULUM

Suggested Term-by-Term Pathways:  Go

Course	Title	Credits
	Ohio Transfer Module: Natural & Physical Sciences Elective	3
	Ohio Transfer Module: Social & Behavioral Sciences Elective	3
	Ohio Transfer Module: Arts & Humanities Elective	3
ACC 1210	Introduction to Financial Accounting	3
ACC 1220	Introduction to Managerial Accounting	3
BIS 1120	Introduction to Software Applications	3
COM 2211	Effective Public Speaking	3
ECO 2140	Principles of Macroeconomics	3
ECO 2180	Principles of Microeconomics	3
ENG 1101	English Composition I	3
ENG 1181	Business Writing	3
LAW 1101	Business Law	3
MAN 1107	Foundations of Business	3
MAN 2150	Management & Organizational Behavior	3
MAT 2140	Calculus for Business & Economics	5
MAT 2170	Business Statistics I	4
MRK 2101	Principles of Marketing Management	3
	(ENG 1201 OR MAT 2180)	3

Program Accreditation Information

This program is fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP), a specialized accreditation recognized by the Council on Higher Education Accreditation (CHEA).

Back to Top











Program Outcomes


Transfer information

Map options

Maps + links to course syllabi and course schedules


# Cleveland State Community College (TN)

[About](#) [Admissions](#) [Financial](#) [Academics](#) [Training](#) [Alumni](#) [Giving](#) 



## Join a Community!


[More](#)



## Advanced Technologies

Explore programs related to hands-on technical training.


[More](#)



## Business

Explore programs and careers related to the world of finance.


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## Education

Explore careers and programs related to education.


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## Healthcare

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## Arts & Humanities

Explore programs and careers related to human culture and artistic expression.


[More](#)



## Social Sciences

Explore programs and careers related to the human society and social relationships.

[More](#)



## S.T.E.M.

Explore programs and careers in science, technology, engineering, and math.

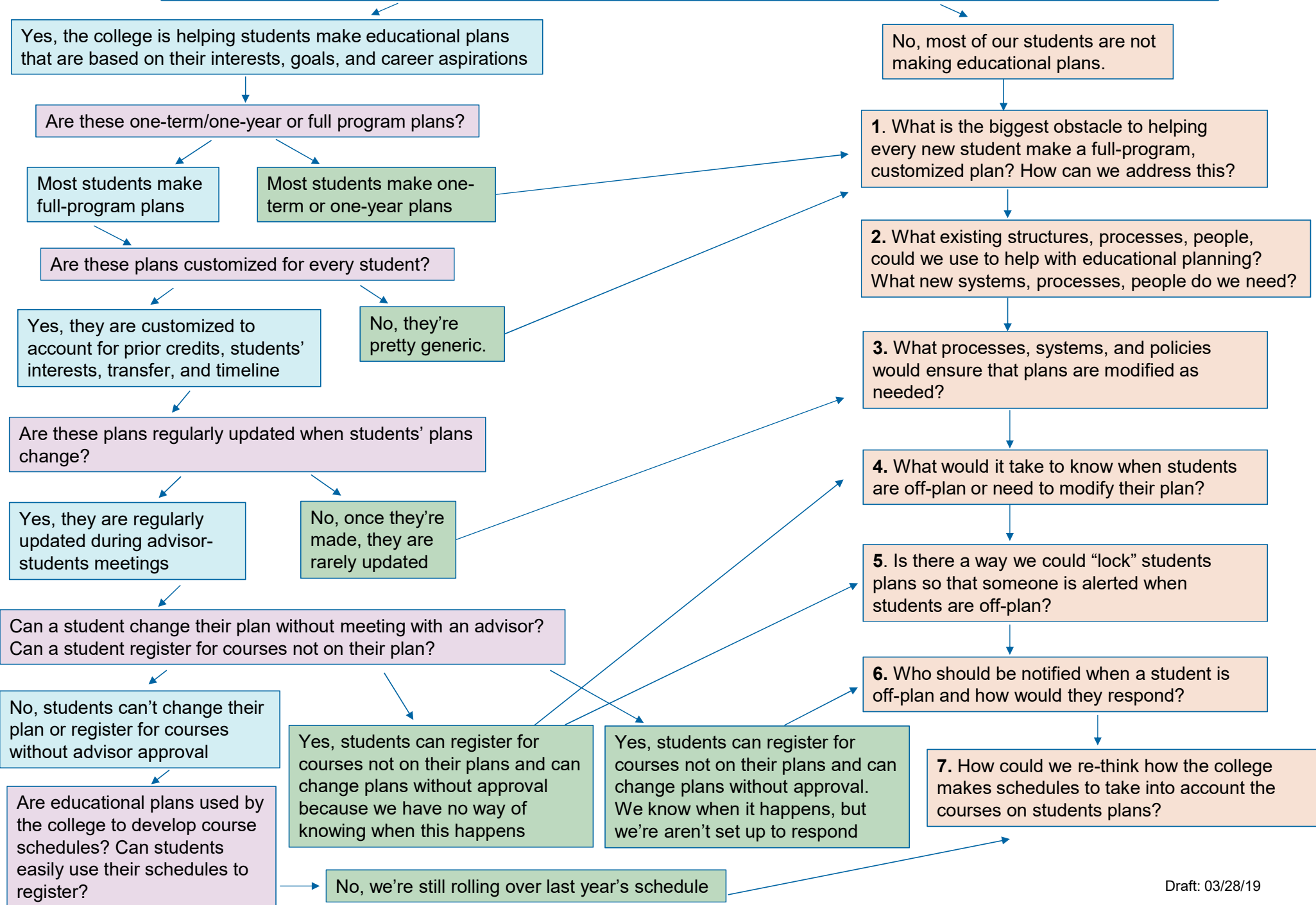
[More](#)

**What will it take to help every student make an educational plan?**

# What makes a good education plan?

- Covers entire program (through completion) and is based on the program maps
- Customized for each student to account for:
  - Prior credits (transfer, APA, DE, PLA, etc.)
  - Educational goals and personal interests (electives)
  - Transfer destination and major
  - Timeline to completion
- Contains at least 1 program course in first term, and 3 program courses in year 1
- Includes experiential learning opportunities
- Easily accessible to students, advisors, faculty
- Is regularly updated to reflect any changes to students' plan
- Tied to scheduling and registration process and locked into student information system

**Does the college help new students make educational plans? What will it take to scale this practice?**





# Thank you!

**lahr@tc.columbia.edu**

 [ccrc.tc.columbia.edu](http://ccrc.tc.columbia.edu)  CommunityCCRC  CommunityCCRC

 [ccrc@columbia.edu](mailto:ccrc@columbia.edu)

 212.678.3091



# Evaluating and Improving Student Outcomes through Guided Pathways

Hana Lahr, Senior Research Associate

Michigan Guided Pathways Institute IV  
March 28-29, 2019

# Today's Discussion

- How do we know if guided pathways reforms are working?
- Early adopters
- Setting targets for student improvement
- Getting student input
- Taking stock and figuring out next steps

**How do we know if guided  
pathways reforms are  
working?**

## GP Leading Indicators: **Early Momentum**

- a) **Credit momentum** – % of FTEIC students who attempt 15/30 credits in one term/year
- b) **Gateway momentum** – % of FTEIC students who pass college-level English/math (or both) in one year
- c) **Program momentum** – % of FTEIC students who pass at least 9 college-credit hours in the student's field of study in one year
- d) **Persistence** – % of FTEIC students who persist to term 2.

# Early Momentum **Mindsets**

## **Credit momentum:**

- From current semester schedule to full-program plan
- From full-time vs. part-time to “on-plan” vs. “off-plan
- From scheduling available courses to scheduling plan courses

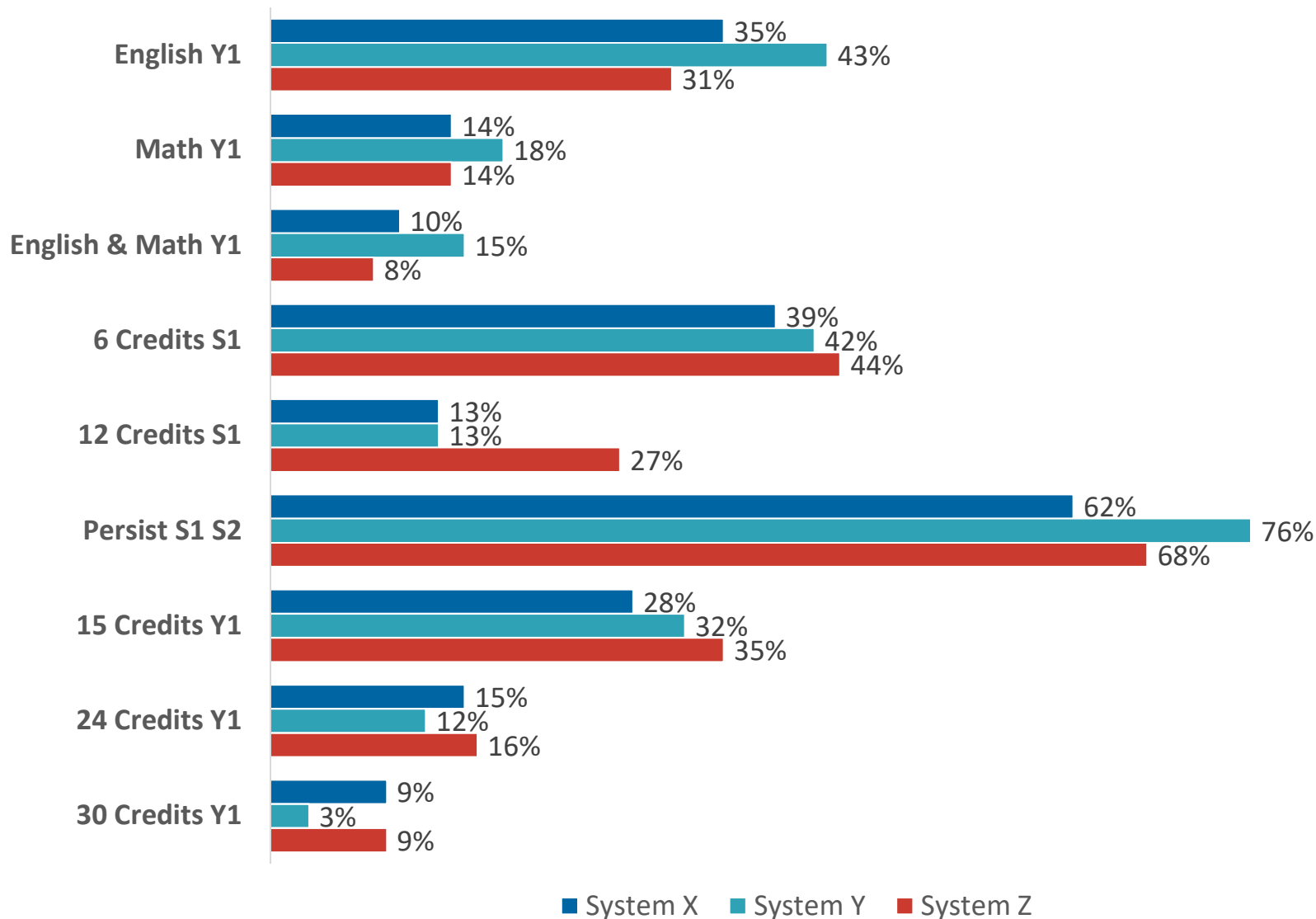
## **Math and English gateway momentum:**

- From academic assessment to holistic assessment
- From pre-requisite remediation to co-requisite support

## **Program gateway momentum:**

- From job/transfer help for near completers to career exploration and planning from the start
- From gen ed to meta-majors
- From algebra and English gateways to critical program courses

# First-Year Momentum Outcomes across 3 Community College Systems





# Summary

1. Very few students are “on track” or “at pace” with first-year KPIs
2. KPIs strongly predict student success
3. Improving KPI rates should significantly improve student success, especially for disadvantaged groups
4. Effects on award rates of 1-6 percentage points if 50% more students meet each KPI
5. Effects of meeting multiple KPIs are additive

Comprehensive student supports (especially in first year of community college) are needed to improve KPI attainment

# Early Adopter

Jackson College (MI)

## General Education/MTA Requirements

Course #	Course Name	Credits	Prerequisites
ANT 131	Cultural Anthropology	3	ENG 085*
ART 111	Art History: Prehistoric to 1400	3	ENG 085, ENG 091
BIO 110	Introductory Biology	4	ENG 085*, ENG 090* and MAT 033* or higher
COM 240	Interpersonal Communication	3	ENG 085, ENG 091
ENG 131	Writing Experience I	3	ENG 085 and ENG 091
ENG 132	Writing Experience II	3	ENG 131
HUM 131	Cultural Connections	3	ENG 085 and ENG 091
MUS 131	Understanding Music	3	ENG 085*
NSC 131	Contemporary Science	4	ENG 090* and MAT 020* or higher
PLS 141	American National Government	3	ENG 085, ENG 091
PSY 140	Introduction to Psychology	4	ENG 085* and ENG 090*
SOC 231	Principles of Sociology	3	ENG 085* and ENG 090*
MAT 130	Quantitative Reasoning	4	MAT 030
SEM 140	Seminar in Life Pathways	3	

## JC Associate in Arts and EMU Social Work/Liberal Arts Electives

Course #	Course Name	Credits	Prerequisites
ENG 249	African-American Literature	3	ENG 085* and ENG 131
GEO 132	World Regions	3	ENG 085* and ENG 090*
PSY 245	Infancy and Childhood	3	PSY 140
PSY 251	Abnormal Psychology	3	PSY 140
PSY 252	Developmental Psychology	3	PSY 140
SOC 152	Social Psychology	3	PSY 140 or SOC 231
SOC 236	Women in a Changing Society	3	ENG 085* and ENG 131

\*Required for EMU's BSW program. If not transferred from JC, must be completed at EMU.

**Note from EMU:** Sign up with us! If you let us know you are using this articulation agreement, we can stay in touch with you and provide information and advising to you while you are still at your community college. Sign up at:

## Sample Course Map

This program map satisfies the Associate in Arts degree (AA) degree from Jackson College, the Michigan Transfer Agreement (MTA), and the liberal arts requirements for the Bachelor of Social Work (BSW) degree at Eastern Michigan University.

## SEMESTER 1

Course #	Course Name	Credits	Prerequisites
ENG 131	Writing Experience I	3	ENG 085 and ENG 091
PSY 140	Introduction to Psychology	4	ENG 085* and ENG 090*
MAT 130	Quantitative Reasoning	4	MAT 030
SEM 140	Seminar in Life Pathways	3	

## SEMESTER 2

Course #	Course Name	Credits	Prerequisites
BIO 110	Introductory Biology	4	ENG 085*, ENG 090* and MAT 033* or higher
ENG 132	Writing Experience II	3	ENG 131
PLS 141	American National Government	3	ENG 085, ENG 091
SOC 231	Principles of Sociology	3	ENG 085* and ENG 090*

## SEMESTER 3

Course #	Course Name	Credits	Prerequisites
GEO 132	World Regions	3	ENG 085* and ENG 090*
MUS 131	Understanding Music	3	ENG 085*
NSC 131	Contemporary Science	4	ENG 090* and MAT 020* or higher
PSY 251	Abnormal Psychology	3	PSY 140

## SEMESTER 4

Course #	Course Name	Credits	Prerequisites
ENG 249	African-American Literature	3	ENG 085* and ENG 131
HUM 131	Cultural Connections	3	ENG 085 and ENG 091
PSY 245	Infancy and Childhood	3	PSY 140
SOC 236	Women in a Changing Society	3	ENG 085* and ENG 131

MTA is completed at the end of this term

## SEMESTER 5

Course #	Course Name	Credits	Prerequisites
ANT 131	Cultural Anthropology	3	ENG 085*
ART 111	Art History: Prehistoric to 1400	3	ENG 085, ENG 091
COM 240	Interpersonal Communication	3	ENG 085, ENG 091
PSY 252	Developmental Psychology	3	PSY 140
SOC 152	Social Psychology	3	PSY 140 or SOC 231

AA is completed at the end of this term

Student name:

• "What do you want to do?"

• "What do you want to do?"

• "Do you want to do this?"

• "Do you want to do this?"

• "Do you want to do this?"

• "Are you interested in this?"

• "What do you want to do?"

• "Do you want to do this?"

• "Is this what you want to do?"

• "Do you want to do this?"

• "Do you want to do this?"

• "Do you want to do this?"

• "Are you interested in this?"

• "Are you interested in this?"

Student username: \_\_\_\_\_

Default password: \_\_\_\_\_

☐ Verify online account working for:

\_\_\_\_\_ e-Sign

\_\_\_\_\_ Lett

\_\_\_\_\_ E-m

☐ Update the student program

\_\_\_\_\_ home

\_\_\_\_\_ navigat

☐ Update the student

☐ Update the Google

☐ Add "AT" to PER

☐ CASM your conv

☐ If passed, grant t

☐ Approve courses

\*\*\* WHEN FULLY CO

Navigator signature: \_\_\_\_\_

Notes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Jackson College Pathways

### Jackson College Pathways

#### Business and Computer Technology

Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

#### Health Sciences

Careers in this path are related to the promotion of health, treatment of disease. These include research, preventive treatment, and related health technologies.

#### Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law, law enforcement, leisure and recreation, military, religious, child care, social services, personal services.

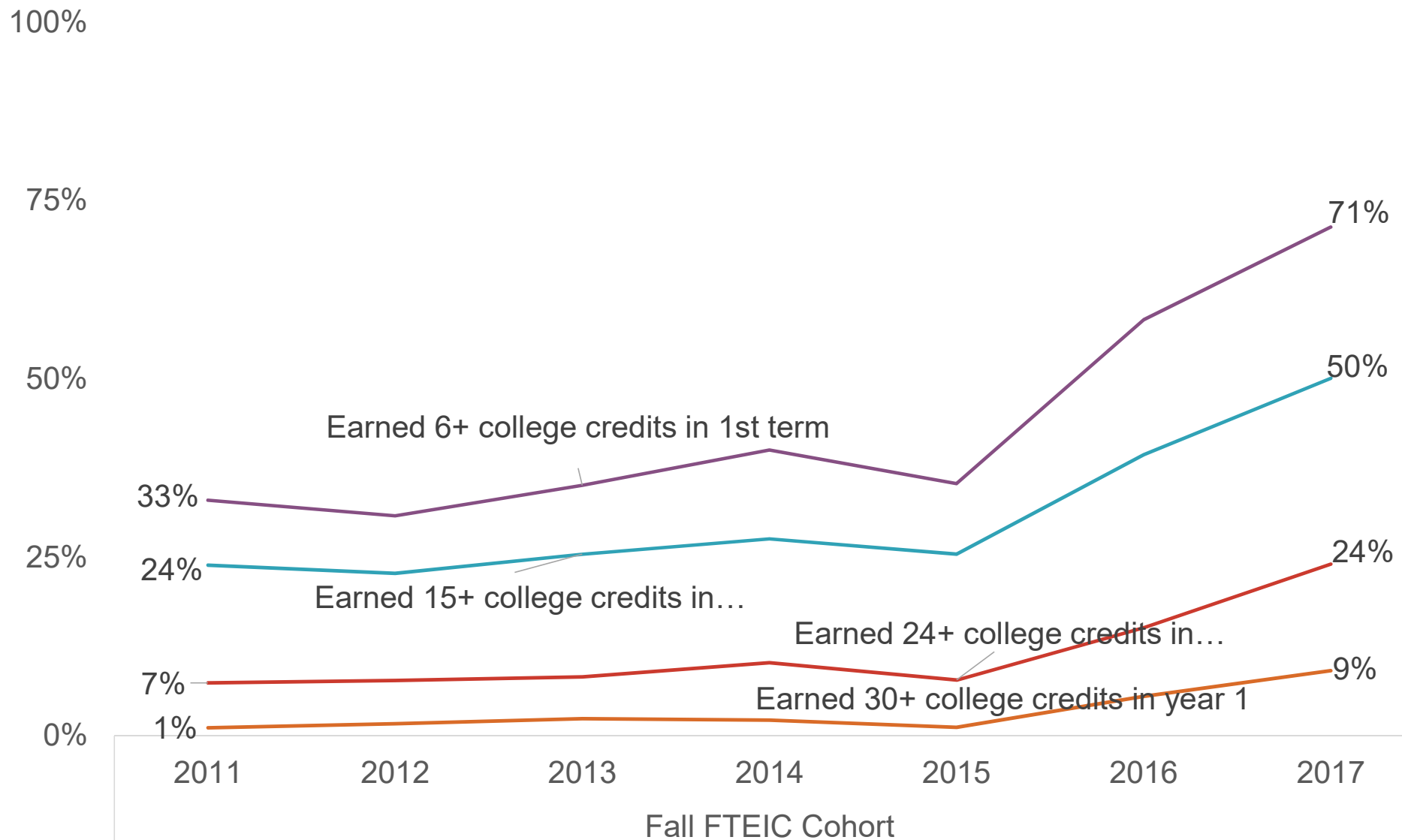
## Jackson College Pathways with Michigan Career Pathways Information

Jackson College Pathways	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Education Required
<b>Liberal Arts</b>  Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.	Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!	Advertising and Public Relations Creative Writing Film Production Foreign Languages Journalism Radio and TV Broadcasting	Journalism Graphic Arts Language Arts Fine Arts Courses (Arts, Drama, Music) Architectural Drafting and Design Sculpture Photography	Public Relations Executive <i>UG</i> Dancer <i>D</i> Film Producer <i>HS</i> Fashion Designer <i>UG</i> Journalist <i>UG</i> Radio and TV Broadcaster <i>HS</i>
<b>Science, Engineering, and Math (STEM)</b>	Do you love science, and understanding how things work? Do you like to invent and design things? Do you enjoy working with numbers and data? This could be the career path for you!	Life Sciences Physical Sciences Lab. & Medical Technology Computer Science Architecture Engineering and Related Technologies Math & Data Analysis	Biology Chemistry Physics/Astronomy Environmental Science Computer Science Engineering Mathematics	Physical Scientist Life Scientist Architect <i>G</i> Engineer <i>G</i> Chemical Engineer <i>UG</i> Software Engineer <i>UG</i> Web Designer Mathematician <i>G</i> Actuary <i>G</i>
<b>Skilled Trades and Agriculture</b>  Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.	Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? Do you like to garden or mow the lawn? This may be the career path for you!	Precision Production Mechanics and Repair Manufacturing Technology Drafting Construction Agriculture	Drafting Science Robotics Machine Tools Physical Sciences/Physics Industrial/Mechanical Drafting Math Electronics Agriculture	Plumber <i>HS</i> Electrician <i>HS</i> Air Traffic Controller <i>HS</i> Auto Mechanic <i>HS</i> Draftsman <i>HS</i> Surveyor <i>HS</i> Geographer <i>UG</i> Farmer <i>HS</i> Landscaper <i>D</i>

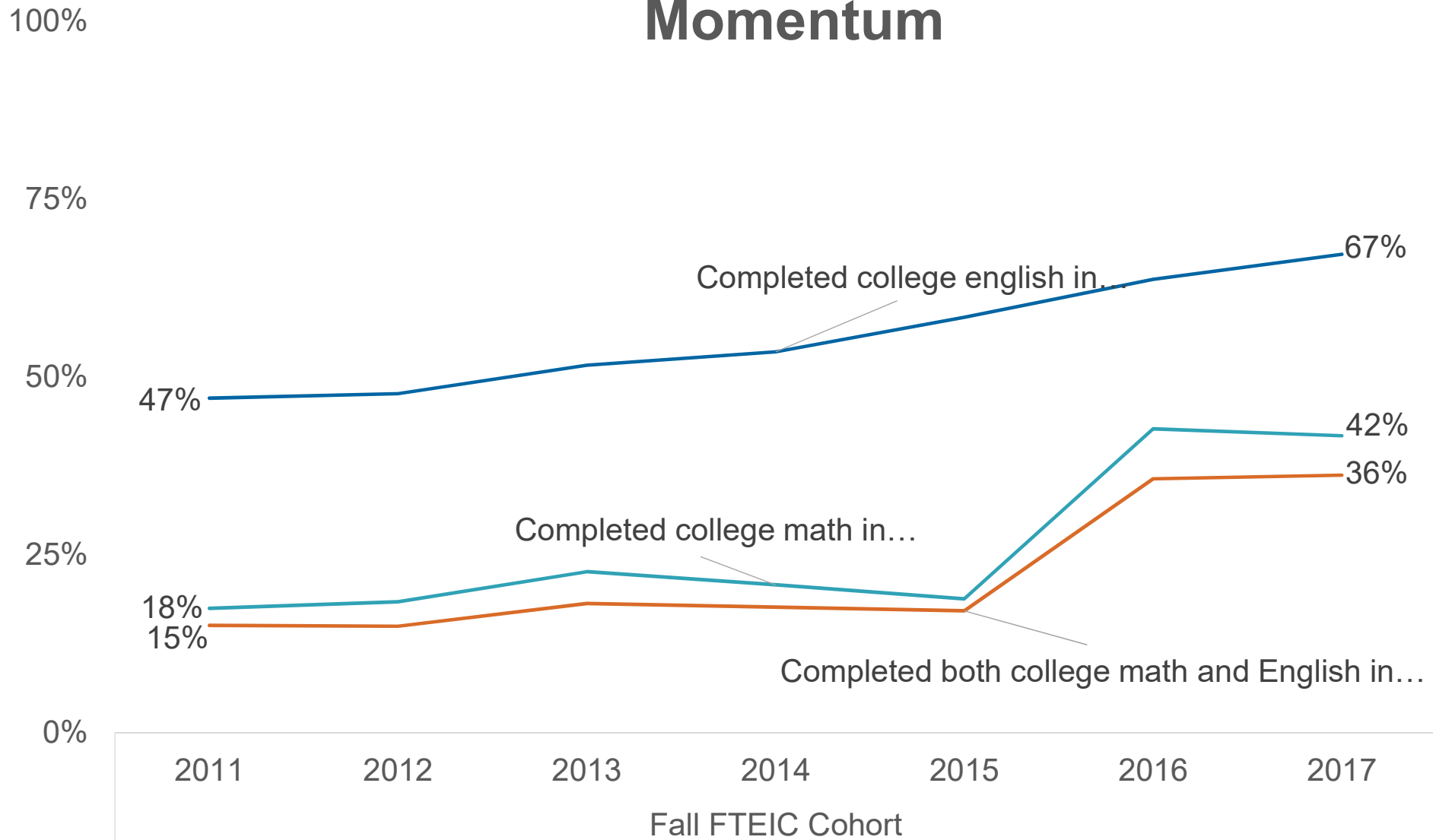
Education Level Key: High School Diploma: *D*, 1 to 2 Years Past High School: *HS* Undergraduate Degree: *UG* Graduate Degree: *G*

Source: [https://www.michigan.gov/documents/pathways\\_8310\\_7.html](https://www.michigan.gov/documents/pathways_8310_7.html)

# Jackson College First Year Credit Momentum



# Jackson College Gateway Math & English Momentum





# Early Adopters

Tennessee Community Colleges

REPORT | SEPTEMBER 2018

# Building Guided Pathways to Community College Student Success

Promising Practices and Early Evidence  
From Tennessee

Davis Jenkins | Amy E. Brown | John Fink | Hana Lahr | Takeshi Yanagiura

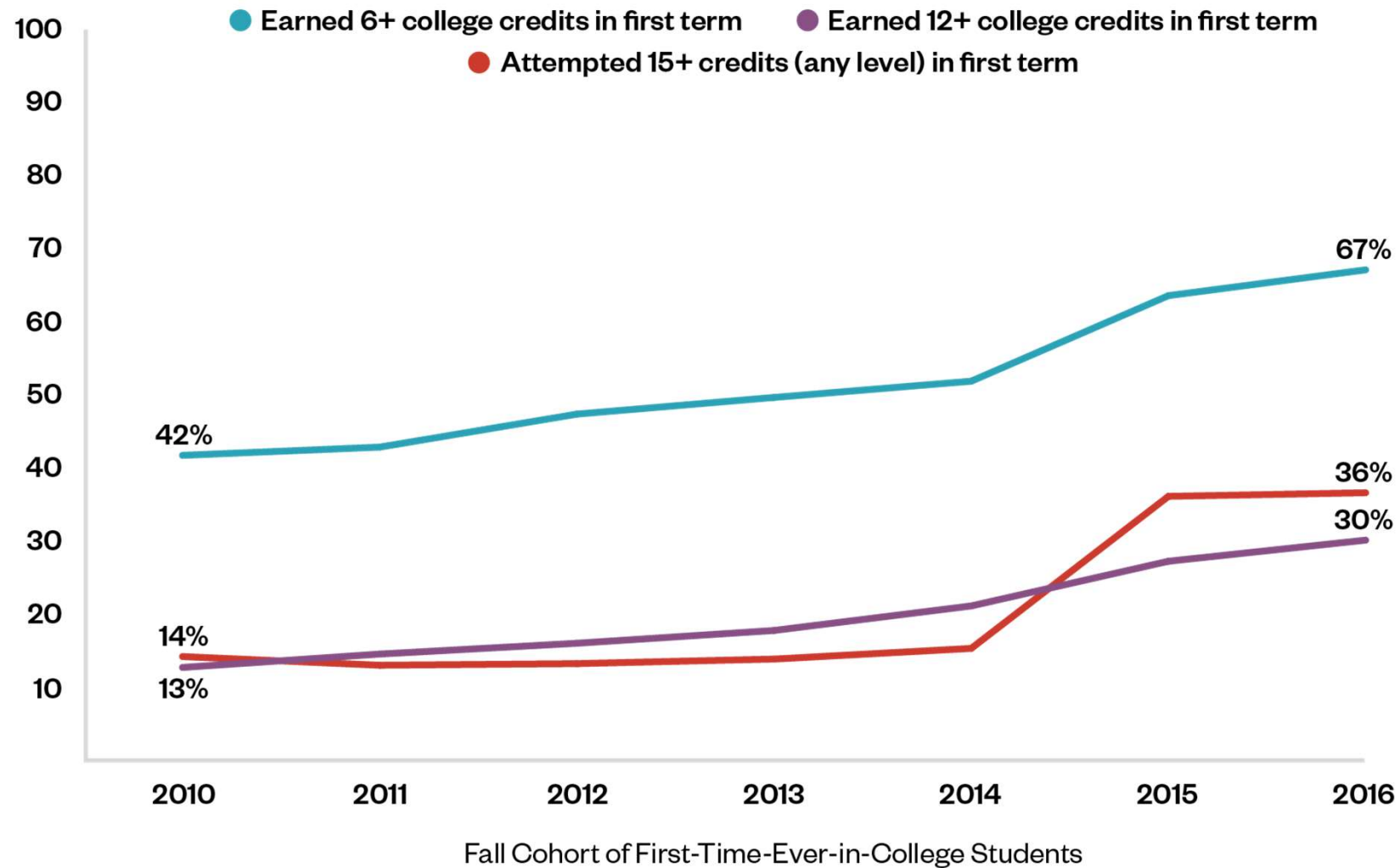


**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

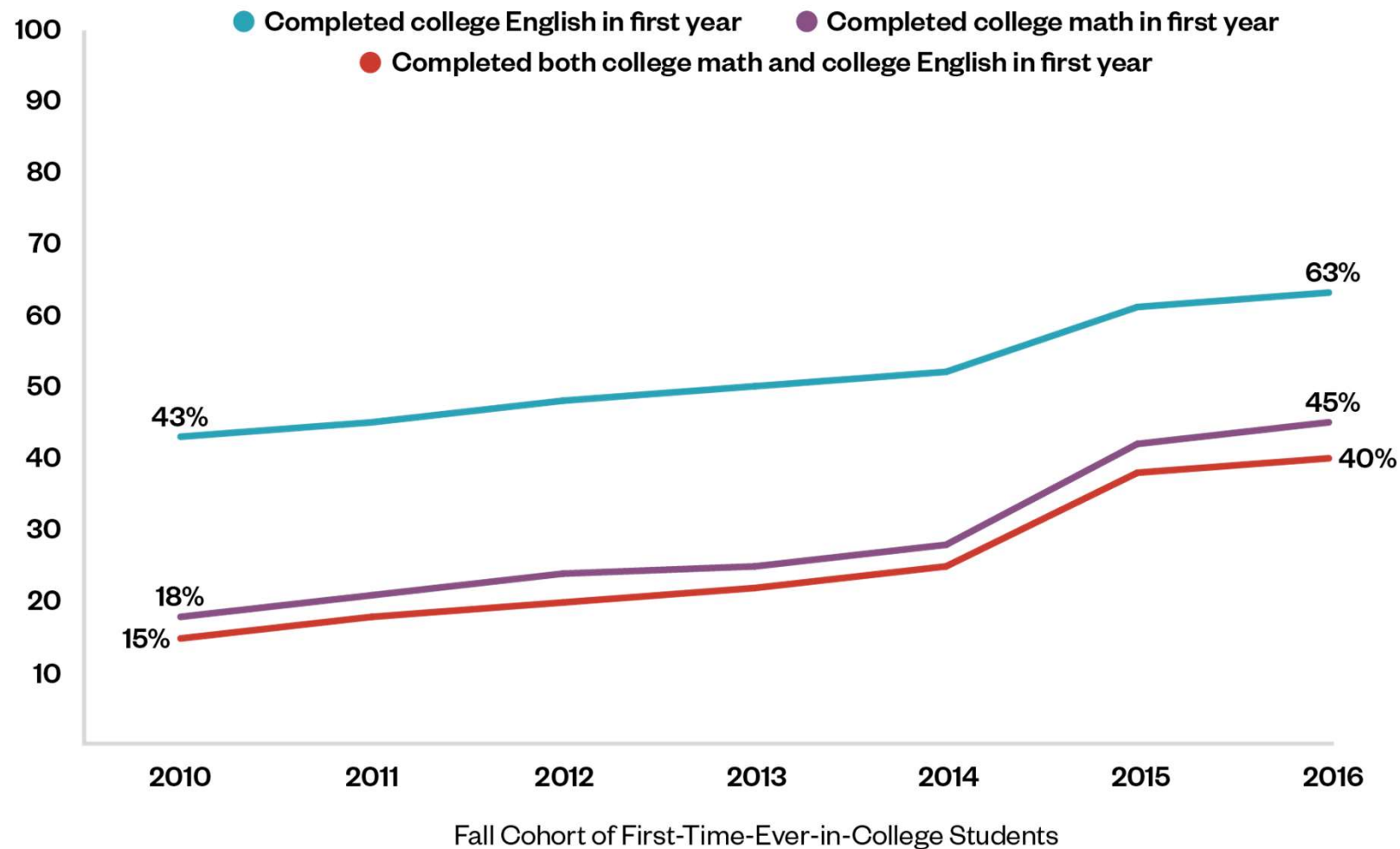
# Tennessee Completion Practices

- a) Map all programs to career outcomes; include the “right” math on each map
- b) Redesign intake experience to help students explore, choose a major or focus area, develop full-program plan
- c) Require students with ACT of 13-18 to take “corequisite” math (aligned with math pathway), writing and/or reading
- d) Require students with ACT below 13 to develop learning plan and give them intensive support
- e) Increase exposure of all students to high-impact teaching practices

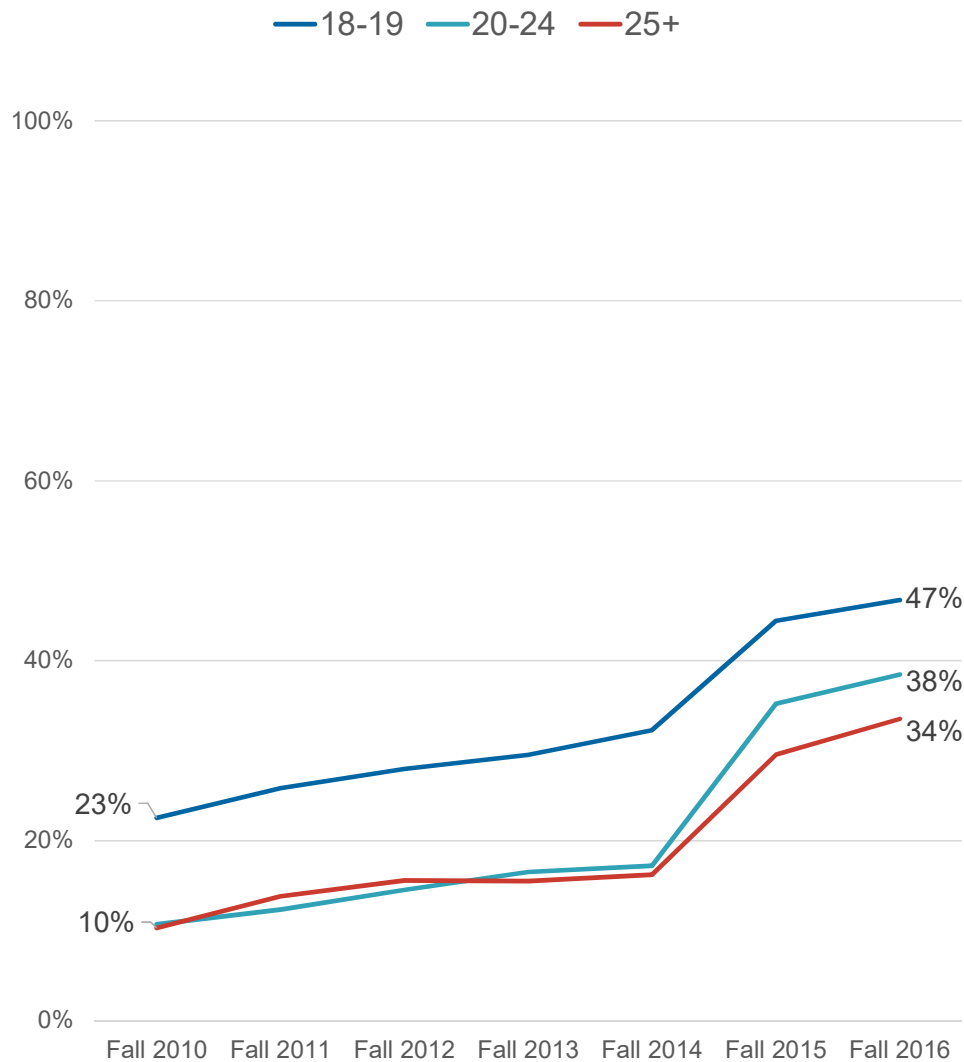
## TN CCs: First Term Credit Momentum KPIs



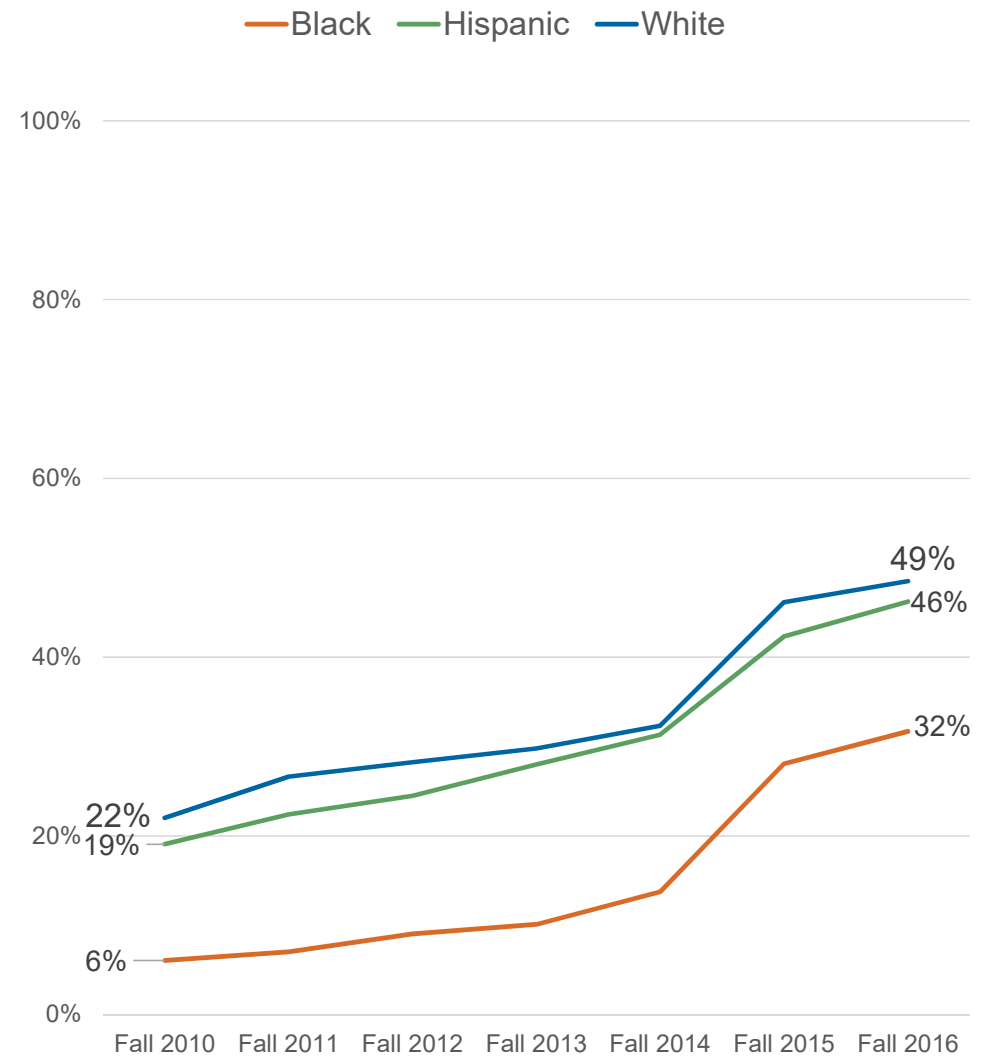
## TN CCs: First-Year Gateway Course Completion



## TBR CCs: Passed college math in year 1, by Age Groups and Race



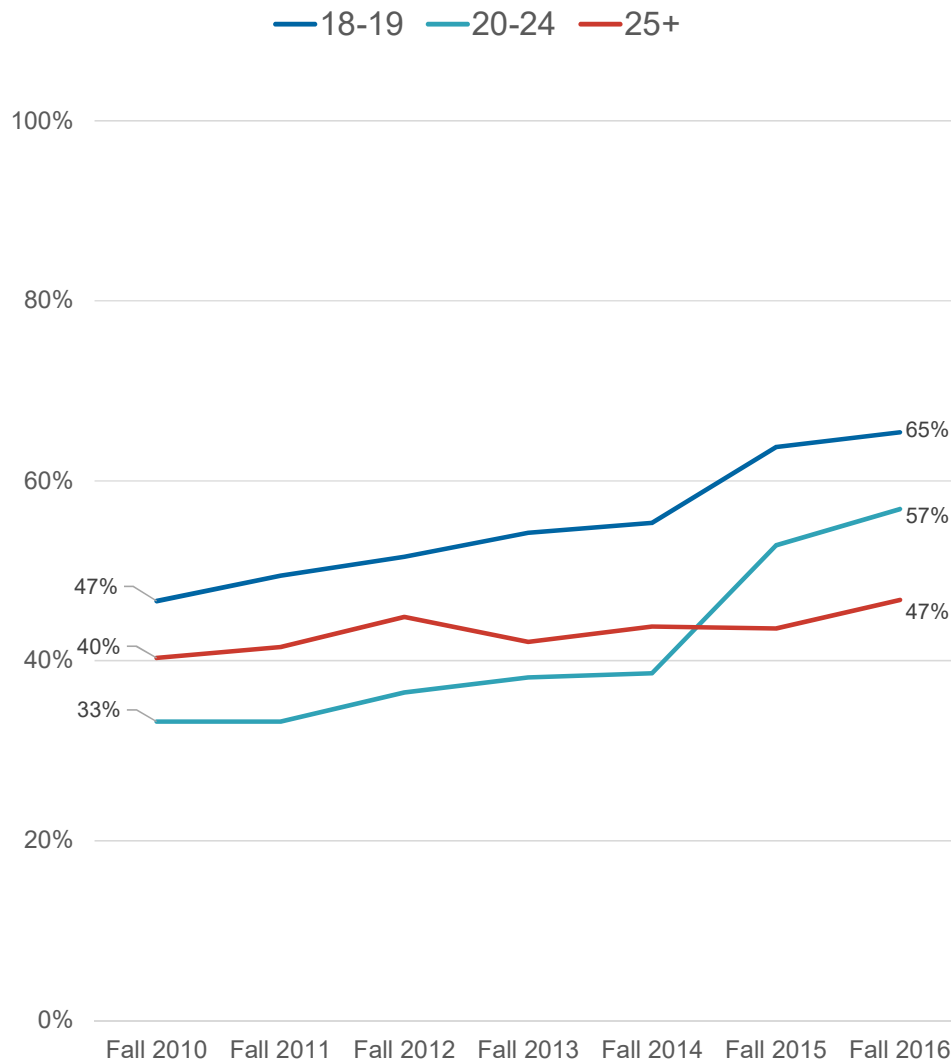
Fall FTEIC Cohort



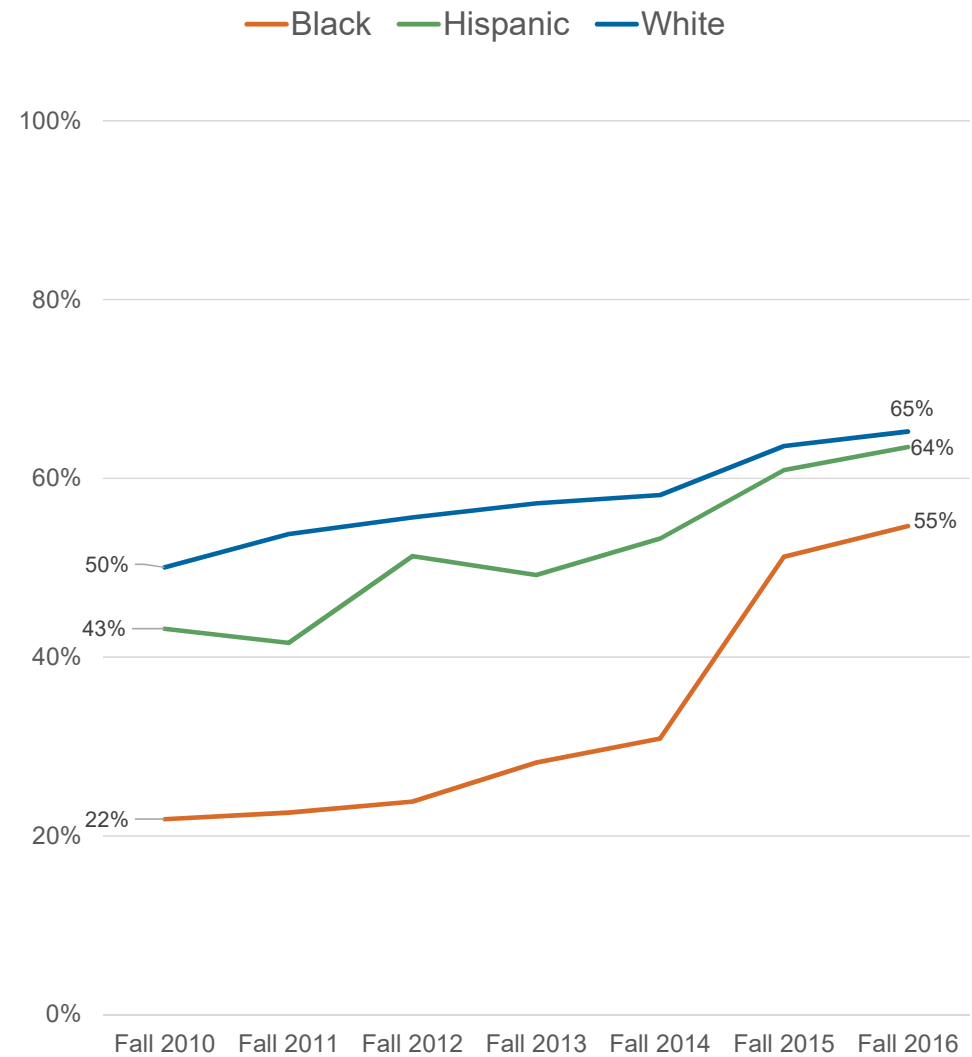
Fall FTEIC Cohort



## TBR CCs: Passed college English in year 1, by Age Groups and Race



Fall FTEIC Cohort



Fall FTEIC Cohort

# Setting Targets for Improvement

# Setting Targets for Improvement

## Guiding Questions:

- Based on your college's data from the most recent five years, what **amount of improvements** in student success could be expected in the next five years?
- Based on data from the most recent five years, what **amount of narrowing of equity gaps** could be expected in the next five years?

**Percent Change  
2010-2016**

**Percentage Point  
Change  
2010-2016**

**Math**

**149%**

**27pp**

**English**

**47%**

**20pp**

**Math &  
English**

**165%**

**25pp**

**Black-White  
Percentage Point  
Gap: 2016**

**Hispanic-White  
Percentage Point  
Gap:2016**

**Math**

**17pp**

**2pp**

**English**

**11pp**

**2pp**

**Math &  
English**

**15pp**

**2pp**

**Percent Change  
2010-2016**

**Percentage Point  
Change  
2010-2016**

**Earned 12+  
Credits, 1<sup>st</sup> term**

**136%**

**17pp**

**Earned 24+  
credits, 1<sup>st</sup> year**

**101%**

**12pp**

**Earned 30+  
credits, 1<sup>st</sup> year**

**72%**

**2pp**

**Black-White  
Percentage Point  
Gap: 2016**

**Hispanic-White  
Percentage Point  
Gap: 2016**

**Earned 12+  
Credits, 1<sup>st</sup> term**

**24pp**

**11pp**

**Earned 24+  
credits, 1<sup>st</sup> year**

**19pp**

**8pp**

**Earned 30+  
credits, 1<sup>st</sup> year**

**6pp**

**2pp**



# Setting Goals for Improvements: Looking at Current Data and Practices

- What practices are you implementing at scale that might contribute to changes in KPIs? What might be most impactful?
- Where are there equity gaps by race, age, and income? How are you designing practices to reduce these gaps?
- Given your KPIs, what improvements could you expect for your college over the next several years? Who is tracking these KPIs and how is the information being shared and discussed?

# **Tips on Using Data to Monitor & Improve Student Progression & Success**

- ✓ Chart trends in early momentum for FTEIC students (do so for dual enrollment students separately)
- ✓ Disaggregate results by race, family income, age, etc.
- ✓ Disaggregate results by program or meta-major
- ✓ Convene faculty and student services staff to discuss how to redesign new student experience to increase early momentum
- ✓ Hold similar discussions/planning by meta-major
- ✓ Scrutinize all changes through equity lens

# Getting student input

# College Practices that Drive Students Away

- Intake process discourages many students from enrolling
- Education paths to degrees, careers and transfer are unclear
- New students not helped to explore options/interests, develop a plan
- Pre-requisite dev ed sorts out students; fails to prepare for success in college-level courses
- Students' progress not monitored; advising grossly inadequate
- Colleges fail to schedule courses students need, when they need them
- Too many students experience abstract, rote instruction in subjects they see as irrelevant; too few experience active learning on issues of interest
- Too many poorly prepared students allowed to take fully online courses
- Instructors not systematically helped to adopt high-impact practices
- Students not helped to gain program-relevant experience

# How are these reforms affecting the student experience?

- Student focus groups
  - CCCSE
  - DIY?
- Student surveys
  - <http://www.ccsse.org/center/initiatives/pathways/tools/>

## Pathways Toolkit: Intersecting Engagement Data with Pathways (CCSSE 2017–present)



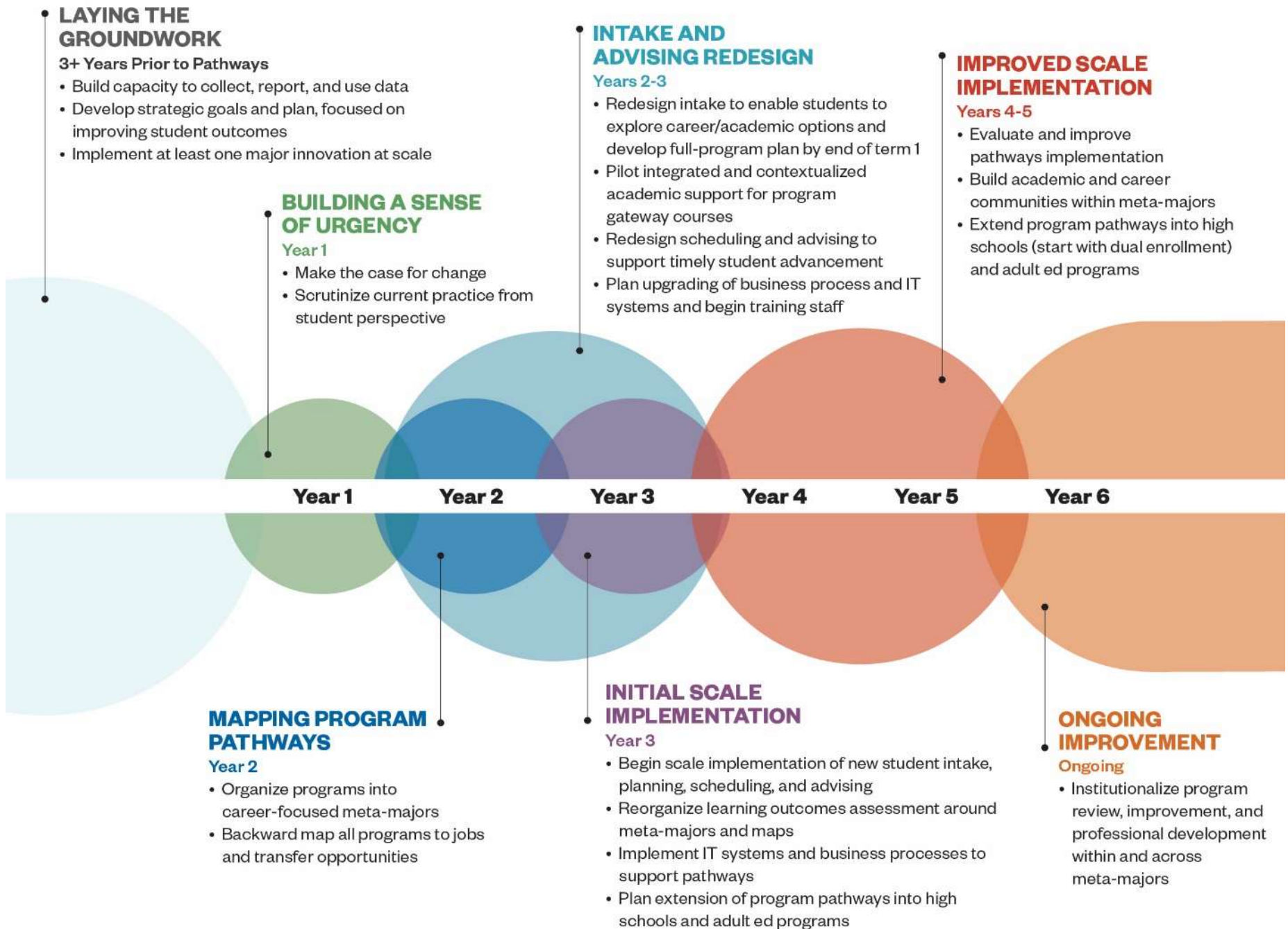
# Taking stock and figuring out next steps

# Lessons on Leading College Redesign

- Redesigning colleges on guided pathways model is a big technical challenge, but even bigger cultural one
- Effective leaders change the conversation: from college/course enrollment to program success (completion, transfer, employment); from students at intake to students from contact to completion and beyond; from student lack skills and knowledge to students lack in good teaching and support
- Critical importance to redesign of broad engagement in program and student experience mapping (status quo and desired)
- Critical importance to implementation of well-managed cross-functional teams
- Challenge: creating time and resources for reflection, design, planning, professional development and evaluation
- Challenge: sustaining innovation in face of turnover, uncertain policy/fiscal environment; exhaustion
- Challenge: Latest shiny grant-funded “solutions”



## Idealized Timeline for Implementing Guided Pathways at Scale



## Figuring out next steps

- Scale of Adoption Assessment
  - Equity considerations
- Disaggregate KPIs
- “A year of reflection” or “taking a pause”

# Thank you!

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