Guided Pathways: The Role of Student Services

Thomas Bailey
Director
Community College Research Center
Teachers College, Columbia University

Chief Student Services Officers Annual Conference
Los Angeles, California
Where do we lose students?

- Developmental education diverts students
- Thwarted transfer objectives
- Excess credits for degrees
- Excessive time to degree
- Student learning unclear—failure to meet academic progress
- Students express confusion and discouragement
High attrition is a big concern

Math cohort progression by starting level

- Four levels below
- Three levels below

<table>
<thead>
<tr>
<th>Level</th>
<th>Enrolled</th>
<th>Completed</th>
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<tbody>
<tr>
<td>Arithmetic</td>
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<td>Pre-Algebra</td>
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<td>Beginning</td>
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Median credits earned by **associate degree completers**

20 CCC programs with the most completers in 2015-16

- Mathematics, General: 99
- Registered Nursing: 96
- Biological and Physical Sciences (and related)\(^1\): 91
- Biology, General: 90
- Social Sciences, General: 90
- Business Administration: 88
- Child Development/Early Care and Education: 86
- Humanities and Fine Arts: 85
- Business and Commerce, General: 83
- Psychology, General: 82
- Accounting: 82
- Administration of Justice: 82
- English: 80
- Speech Communication: 80
- Sociology: 78
- Humanities: 77
- Liberal Arts and Sciences, General: 77
- History: 77
- Liberal Studies (teaching preparation): 76
- Humanities and Social Sciences: 73

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Data. Analysis of CCC student records courtesy of Education Results Partnership
### Transfer-Out Rates
- MT 33%
- WY
- OK
- MD
- KS
- MS
- MI
- NY
- VA
- TN
- IL
- FL
- NJ
- TX

U.S. average 33%

### Transfer-With-Award Rates
- FL 31%
- NJ
- HI
- NY
- WA
- MA
- MS
- VA
- SD
- ND
- AZ
- IL
- NH
- ID

U.S. average 29%

### Transfer-Out Bachelor’s Completion Rates
- WA 47%
- IA
- IL
- CA
- NJ
- NH
- U.S. average 42%

- AL
- OK
- MS
- NY
- NC
- ND
- AZ
- OR
- SC
- MN
- MO
- MA
- MT
- ID
- MI
- CT
- HI
- WI
- GA
- CO
- OH
- KY
- LA
- AR
- ME
- NM
- NV
- WY
- SD

U.S. average 25%
CC Cohort Bachelor's Completion Rates for Lower and Higher Income Students

- Lower income students
- Higher income students

U.S. average: 10% Lower income, 16% Higher income

Lower income: 9% Lower income, 17% Higher income

States: WY, MT, OK, MS, FL, IA, TN, KS, ND, AL, ID, NY, IL, OR, TX, MO, VA, WA, NE, MI, NH, MN, PA, LA, AZ, MA, CA, KY, NJ, NV, MD, NC, HI, SC, AR, WV, GA, CO, WI, NM, CT, OH, ME, SD
Widespread Reform – Little Progress

• A decade of the “Completion Agenda”

• Institutional and sector student outcomes have not improved

• WHY?
Redesigning America’s Community Colleges

Thomas R. Bailey
Shanna Smith Jaggars
Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS
Problem with the **Structure** of Community Colleges

- Reforms too small or narrowly focused
  - Reforms not scaled
  - Reforms limited to one segment of student experience

- Colleges built to promote enrollment—Self Service or Cafeteria Model
Career? Degree?
Bakersfield College General Education

Specific Requirements

1. English: A minimum of three units designed to enhance student skills in expository and argumentative writing. Courses in language that use the principles and applications of language to promote logical and critical evaluation of written communication may be taken to satisfy this requirement. A college-level composition course or an introductory level composition course may be used to meet this requirement.

   ENGL B1, B1a; ENSL B1.

2. Speech: A minimum of three units designed to enhance student skills in oral communication, interpersonal communication and logical reasoning in speech communication. Courses in this area emphasize critical analysis in both argumentation and debate.

   BUS B3 (SPCH B3); SPCH B1, B2, B3 (BUS B3).

3. Social Sciences: A minimum of six units for AA degree; three units for AS degree. At least one course must be from category (a). Coursework designed to help the student explore the study of human phenomena through the disciplines of history, political science, economics, and other related disciplines. Courses in this area focus on the past relations of human activity and its development in the institutions of national and world societies.

   (a) American History and Politics:
   
   HIST B2*, B3*, B4a*, B4b*, B17a*, B17b*, B18a*, B18b*, B20a*, B20b, B25a*, B30a*, (CHST B30a*), B30b*, (CHST B30b*), B33*, B36*, B38; POLS B1*, B12*.

   (b) Other Social Science Courses: Any listed above, or JRNL B1*, or ECON B1, or ECON B2 or GEOG B2*, POLS B2*, or POLS B3*, or POLS B16, or BSAD B20, or BUS B40.

4. Behavioral Sciences: A minimum of three units designed to introduce the student to the study of human behavior. Courses in the disciplines of anthropology, psychology, sociology, child development and other related courses can be taken to meet this requirement.

   ANTH B2*, B5; BUS B5; PSYC B1a, B38; CHDV B13a; GERO B8 (HMSV B8, PSYC B8); HMSC B8 (GERO B8, PSYC B8); PSYC B8 (GERO B8, HMSV B8); SOCI B1*, B30, B36 (CHST B36).

5. Natural Sciences: A minimum of three units that introduce the student to the world of scientific inquiry. Courses in the disciplines of biology, chemistry, physics, and earth science may be taken to satisfy this requirement.

   Life Sciences: ANSC B1; ANTH B1; BIOL B3a, B7, B10, B11, B14, B16, B18, B20; CHEM B49 (ENVT B49); CRPS B1; ENV T B49 (CHEM B49); NUTR B10; FORE B2; SOIL B1.
   

6. Humanities: A minimum of three units exploring the visual and performing arts, philosophy, literature, and the foreign languages. Courses in this area examine the cultural and artistic expression of man in the aesthetic environment.

   ARCH B1; ART B1, B2ab, B2ef, B3ab, B3ef, B5ab, B7ab, B9ab, B11ab, B17ab, B20, B30a, B30b, B30c, B30d, ASL B1, B2, B3, ENGL B1b, B2, B5a, B5b, B10, B11, B12, B20ab, B21, B23, B27, B28, B29, B30a, B30b, B35, B41a, B41b, B41c, B41d, ENSL B2, B22, B31; FREN B1, B2, B3, B4; GERM B1ab, B2, JAPN B1, B2; SPAN B1ab, B2ab, B3, B4, B10, MUSC B2, B4ab, B5ab, B6ab, B9ab, B10a, B10b, B10c, B10d, B12a, B12b, B12c, B12d, B13a, B13b, B13c, B13d, B14a, B14b, B14c, B14d, B15a, B15b, B17a, B17b, B17c, B17d, B21ab, B22, B23, B24*, B27; PHIL B6a, B6b, B10, B12, B14, B32, B33, B37*; SPCH B21*; THEA B1, B2ab, B4, B5, B6, B7, B8, B12a, B20, B27, B28, B30, B31, B32, B35, B228.

7. Mathematics, Logic, Computer Science: A minimum of three units designed to develop skills in solving problems, mathematical and logical thinking. Courses in the areas of mathematics, behavioral science, philosophy, and computer science may be taken to meet this requirement.

   BEHS B5 (PSYC B5); COMS B11, B12, B13; ENGR B19/B19p; MATH BA, BB, BC, BD, B1, B2, B6a, B16, B22, B23, B200a, B200d; PHIL B7, B9; PSYC B5 (BEHS B5).

8. Health Education: A minimum of two units designed to introduce the student to health related issues in society today.

   CHDV B49; HELD B1; MDSB B35, or completion of an approved Allied Health Program (RN, Rad T, or LVN).

9. Physical Education: A minimum of two units designed to promote health and an understanding of leisure time through physical activity. Courses in individual and group activities can be taken to meet this requirement.

   All activity courses numbered 3 through 33. (Students...
GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

**English Communication:** 6 credits; 3 credits must be in a writing course

- **Writing (ECw):** ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- **General (EC):** COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A):** 6 credits; 3 credits in Fine Arts and 3 credits in Literature

- **Fine Arts:** ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- **Literature:** AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

**Language/Culture (FC):** 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

**Letters(L):** 6 credits

- AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 115, 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145, 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327, 332(D), 333(D), 340(D), 341, 346(D), 354(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151(L), 151Q(D), 151R; NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

**Mathematics(MQ):** 3 credits satisfied by MTH 141


**Natural Sciences(N):** 6 credits; satisfied by PHY

- APS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NUR 390; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

**Social Sciences(S):** 6 credits

- APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECD 102(D); EDC 105, 310, 356; GEG 101(D), 104(D), 202(D); HFD 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)
Cafeteria College

Paths to career goals unclear

Intake sorts, diverts students

Students’ progress not monitored

Learning outcomes not defined and assessed across programs

- Churning
- Early transfer
- Completion
- Excess credits
- Time to degree
- Skill building
Guided Pathways College

- Clear roadmaps to career goals
- Intake redesigned as an on-ramp
- Students on track to graduation
- Learning outcomes/assessments aligned across programs

- Churning
- Early transfer
- Completion
- Excess credits
- Time to degree
- Skill building
A National Movement
Clarifying Paths
Since 2010, SPC has focused its strategic efforts on student success using an intentional data-driven way to help students “Finish What They Start”.

"Before"

"After"
Mapping Pathways to Student End Goals

Pathways colleges are redesigning their websites to show program maps and their connection to career and transfer opportunities

• Northeast Wisconsin Technical College
  – 13 “fields of interest”
  – 60% of programs have “embedded credentials”
  – Each credential leads to a job in the college’s region

• St. Petersburg College
  – 10 “career and academic communities”
  – Stackable credentials: credentials → bachelor’s degrees
CAREER + ACADEMIC
COMMUNITIES
at St. Petersburg College

Start your journey today! Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to spcollege.edu

CHART YOUR PATH
BUILD YOUR FUTURE

MEDIAN FIRST-YEAR EARNINGS
(AFTER GRADUATION)

- CAREER
- CERTIFICATE: $34,218
- ASSOCIATE OF
  SCIENCE DEGREE: $43,876
- BACHELOR'S
  DEGREES: $41,420

- ALL FLORIDA PUBLIC COLLEGES
- ST. PETERSBURG COLLEGE

MEDIAN EARNINGS:
- BUSINESS
- COMMUNICATION
- EDUCATION
- TECHNOLOGY
- HEALTH SCIENCES AND VETERINARY TECHNOLOGY
- SOCIAL SCIENCES AND HUMANITIES
- ARTS, HUMANITIES, AND DESIGN
- SCIENCE AND MATHEMATICS
- PUBLIC SAFETY, POLICY, AND LEGAL STUDIES
- ENGINEERING, MANUFACTURING, AND BUILDING ARTS

* SPC's Honors Programs and Global Citizen Distinction options are also available through the Career and Academic Communities.
TECHNOLOGY
DEGREES AND PROGRAMS

BACHELOR’S DEGREES
Technology Development and Management

ASSOCIATE IN ARTS TRANSFER PLAN
Information Systems Management

ASSOCIATE IN SCIENCE
- Computer Information Technology
- Cybersecurity
- Computer Networking
- Computer Programming and Analysis
- Web Development

CERTIFICATES
- Help Desk Support Specialist
- Cybersecurity
- Computer Support
- Cisco Certified Network Associate
- Linux System Administrator
- Microsoft Certified Solutions Associate
- Computer Programmer
- Computer Programming Specialist
- Web Development Specialist
# Academic Pathway

## Computer Networking Associate in Science Degree

<table>
<thead>
<tr>
<th>Seq #</th>
<th>Course</th>
<th>Course Title</th>
<th>Credit</th>
<th>Type</th>
<th>Term Offered</th>
<th>Pre-Req.</th>
<th>Options Avail.</th>
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<td>CGS 1070</td>
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**Total program credits: 67**

(Includes MAT 1033 & Computer Competency)

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1 Part of Computer Support Certificate
2 Part of Linux System Administrator Certificate
3 Part of Microsoft Certified IT Professional: Server Administrator Certificate
4 Preparation Course for CompTIA A+ Industry Certification

**Term Offered:** F - Fall  | SP - Spring  | SU - Summer  | **Type of Course:** Core - Required for the Program | Elective - Options based upon personal interest  
| **Gen Ed** - General Education  | **PreReq** - Prerequisite | **Subplan** - Specific to a particular degree option
WHAT IS A CAREER PATHWAY?
A Career Pathway is the education and training required along with the expected achievement in a certain industry or occupation.

WHAT IS A CAREER PATHWAY ROADMAP?
A Roadmap is a graphic display of a Career Pathway with links to resources and study that:

1. Fits their interests, skills, and values,
2. Meets their financial needs and goals, and
3. Provides the best job prospects and future career advancement opportunities.

i. Professional/Technical Programs
ii. University Transfer
iii. VIE-25 Military Pathways

Professional/Technical Roadmaps
Accounting
Business
Business Technology (BTECH)
Computer Information Systems
Computer Network Engineering
Construction Management
Criminal Justice
Dental Hygiene

Digital Design
Early Childhood Education
Emergency Medical Services
Fire Command and Administration
Homeland Security and Emergency Management (HSEM)
Kinesiology
Nursing
Occupational Safety and Health
Physical Therapist Assistant
Project Management
Social Service Mental Health
Veterinary Technology

University Transfer Roadmaps
Associate of Arts (AA-DTA)
Associate of Science (AS-T) Track 1
Associate of Science (AS-T) Track 2
Biology (DTA/MRP)
Business (DTA/MRP)
Computer Science (AS-T2/MRP)
Construction Management (DTA/MRP)
Math Education (DTA)
Pre-Nursing (DTA/MRP)

VIE-25 Military Pathways
Top Industry Overview
Business
Emergency Medical Services
Homeland Security and Emergency Management
Nursing

BROUGHT TO YOU BY:
## Rethinking Mapping Programs

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
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</thead>
<tbody>
<tr>
<td>Career programs vs.</td>
<td>Academic / career communities</td>
</tr>
<tr>
<td>gen ed transfer programs</td>
<td>(“meta-majors”)</td>
</tr>
<tr>
<td>A lá carte courses (distribution requirements and electives)</td>
<td>Program maps with course sequences, critical courses, co-curricular requirements</td>
</tr>
<tr>
<td>Algebra as default math path</td>
<td>Program/field-specific math paths</td>
</tr>
<tr>
<td>Certificates vs. degrees</td>
<td>Degree pathways with embedded certificates/certifications</td>
</tr>
</tbody>
</table>
Getting Students on a Path:
Student Choice and Skills
Helping students **choose and enter a path**

- **Colleges are helping students explore careers and college from the time they enter college, choose at least a meta-major and develop a full-program plan in the first term or two**

  • Developing the plan through:
    - One-on-one advising
    - FYE courses
    - Leveraging technology
    - Orientation
The New Student Experience

VALENCIA
STUDENT SUCCESS PATHWAY

TRANSITION TO COLLEGE

VALENCIA'S QEP / NEW STUDENT EXPERIENCE

COLLEGE-CREDIT BEARING COURSE, DESIGNED TO FACILITATE AN INTRO TO COLLEGE & THE NEEDED SUCCESS SKILLS

- Coordinated Experience
  - Extended Orientation to College
  - Development of an Education Plan
  - Career and Academic Advising
- Curricular and Co-Curricular Student Engagement
- Successful Completion of first 15 college-level credits at Valencia

ALTERNATIVE PATH

- For students entering college with a clear plan

TRANSITION TO DEGREE PROGRAMS

A.A. DEGREES
EMBEDDED ADVISORS

A.A. PRE-MAJORS
EMBEDDED ADVISORS

A.S. DEGREES
EMBEDDED ADVISORS

GRADUATION, CAREER PLACEMENT, & TRANSFER

DIRECT CONNECT TO UCF

OTHER TRANSFER INSTITUTIONS

CAREER AND JOB PLACEMENT

LIFEMAP
COLLEGE TRANSITION-----INTRO TO COLLEGE-----PROGRESSION TO DEGREE-----GRADUATION TRANSITION
The New Student Experience

Extended Orientation to College

Starting a habit that will continue

Start Right

**ADVISING**
career & academic advising

**CURRICULAR**
new student experience course

**CO-CURRICULAR**
college success skills certificate

**COMPLETION**
of first 18 hours of college-level courses

INTEGRATED STUDENT SUCCESS SKILLS
Ethnographies of Work II

• Conduct in-depth investigations of specific occupations and careers of interest
• Analyze data on trends involving salaries, benefits, entry-level requirements, hiring forecasts, geographic saturation, diversity, and promotion opportunities
• Work on effective verbal and written communication, meeting the expectations of the wired office, and establishing professional relationships
• Add reflections to the ethnographic report written in Ethnographies of Work I about the journey of deciding on a career path
Dual Enrollment

➢ AACC colleges are beginning to build pathways down into high schools, starting with dual enrollment students

• Examples:
  – Indian River State College (FL)
    • “Great Explorations”
    • Required SLS 1000
    • Build an academic plan
  – Columbus State Community College (OH)
    • College Credit Plus
  – Pierce College (WA)
    • Career cruising
    • Washington Career Pathways
Percent of Community College Entrants who are in High School Dual Enrollment, by State

- CC Entrants: 17 or younger
- CC Entrants: 18 or older
Most developmental education students **fail to pass a college-level course in the same subject**.
Accelerating College Entry

TN Dev Ed Co-Requisite Fall 2015 Scale Implementation Results: Math

![Bar chart showing completed college course by ACT score and ACT completion rate for Fall 2012 cohort and Co-Req scale implementation Fall 2015.](chart.png)

Source: TN BOR
Accelerating College Entry

College Math Taken by Students in Tennessee Community Colleges Co-Requisite Scale Implementation, Fall 2015

- 64% Probability and Statistics
- 21% Algebra
- 14% Math for Liberal Arts

Source: Belfield, Jenkins, Lahr (2016).
Accelerating College Entry

TN Dev Ed Co-Requisite Fall 2015 Scale Implementation Results: English

![Bar chart showing completion rates by ACT score for Fall 2012 cohort and Co-Req scale implementation for Fall 2015.](chart)

- Pre-requisite model: Fall 2012 cohort
- Co-Req scale implementation: Fall 2015

Source: TN BOR
## Rethinking Student On-boarding

<table>
<thead>
<tr>
<th><strong>FROM:</strong></th>
<th><strong>TO:</strong></th>
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</thead>
<tbody>
<tr>
<td>Job/transfer support for near completers</td>
<td>Career exploration and planning from the start</td>
</tr>
<tr>
<td>Current semester schedule</td>
<td>Full-program plan</td>
</tr>
<tr>
<td>Academic assessment</td>
<td>Holistic assessment</td>
</tr>
<tr>
<td>Pre-requisite remediation</td>
<td>Co-requisite academic support</td>
</tr>
<tr>
<td>Algebra and English comp</td>
<td>Critical program courses</td>
</tr>
<tr>
<td>A lá carte dual HS credit</td>
<td>Exploration of program pathways beginning in HS</td>
</tr>
</tbody>
</table>
Keeping Students on a Path to Completion
Advising Checkpoints for Success
Associate Degree

“Getting to Know You” - First Advising Session with Assigned Advisor

☐ Discuss transition into college life, which may include exploring skills, interests, goals, time management, and personal responsibility.

☐ Establish a program objective that aligns with career goals and transfer plans (or explore major/minor if undecided) and review degree requirements (log transfer major and institution).

☐ Determine eligibility for SB1720 exemption, use Academic Profile to advise of developmental education options (make and log recommendations).

☐ Advise of accelerated credit options: Career Pathways, CLEP, AP, IB, AICE.

☐ Create a personalized Guided Pathway (verify Foreign Language requirement).

☐ Discuss financial aid options, scholarship opportunities, and payment plan alternatives.

☐ Familiarize student with IRSC technology, i.e. MyIRSC, Rivermail, and Blackboard.

☐ Review other IRSC resources and services, i.e. Academic Support Center (ASC), RiverSupport Resources, Smarthinking, The River Shop, and RiverLife.

☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable.

Checkpoint: 25-49% Benchmark

☐ Confirm program objective selection is current and still applicable to goals.

☐ Explore overall experience, inside and outside of the classroom, including the use of IRSC technology, resources, and services.

☐ Follow-up on any pending discussion points from previous meeting.

☐ Review degree audit and modify Guided Pathway if necessary.

☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable.

Checkpoint: 50-74% Benchmark

☐ Assist with making plans for transfer or continuation of studies at IRSC.

☐ Follow-up on any pending discussion points from previous meeting.

☐ Review degree audit and modify Guided Pathway if necessary.

☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable.

Checkpoint: 75%+ Benchmark

☐ Review remaining degree requirements to ensure that student is on track for graduation.

☐ Finalize plans for transfer or continuation of studies at IRSC.

☐ Refer to Career and Transition Services for resume development and mock interviewing.

☐ Check RiverSupport status and address any concerns regarding ReachOuts, if applicable.

☐ Discuss barrier-free graduation and advise of commencement opportunity.

Source: Indian River State College
Show Students Their Path

Your pathway to success

Follow this checklist to set and achieve clear career goals

**Engineering Technology A.S. (ENG-AS)**

- Biomedical Systems Subplan with embedded Medical Quality Systems Certificate (MEDQ-CT) and Engineering Technology Support Certificate (ENGTECH-CT)

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**0 TO 15 CREDITS**

- ETI 1000 REGULATORY ENVIRONMENT FOR MEDICAL DEVICES
- ETI 2001 RISK MANAGEMENT AND ASSESSMENT FOR MEDICAL DEVICES
- ETI 2002 CHANGE CONTROL AND DOCUMENTATION
- ETI 2171 QUALITY AUDITING FOR MEDICAL DEVICES
- COS 1092 BASIC COMPUTER AND INFORMATION LITERACY
- BNC 1101 COMPOSITION

---

**16 TO 30 CREDITS**

- ETI 1701 INDUSTRIAL SAFETY
- ETI 2041 MEDICAL DEVICE DESIGN AND MANUFACTURING
- ETI 1622 CONCEPTS OF LEAN AND SIX SIGMA
- MAT 1033 INTERMEDIATE ALGEBRA
- MAC 1106 COLLEGE ALGEBRA

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**31 TO 45 CREDITS**

- ETI 1430 MANUFACTURING PROCESSES AND MATERIALS
- ETI 1038 DEVELOPING & COACHING SELF-DIRECTED WORK TEAMS
- ETI 2049 CO-OP WORK EXPERIENCE
- ETI 1084C INTRODUCTION TO ELECTRONICS
- ETI 1110 INTRODUCTION TO QUALITY ASSURANCE

---

**46 TO 60 CREDITS**

- SPC 1017 INTRODUCTION TO SPEECH COMMUNICATION
- PH 1000 STUDIES IN APPLIED ETHICS
- ETM 1000C MECHANICAL MEASUREMENT AND INSTRUMENTATION
- ETD 1200C INTRODUCTION TO CAD
- POG 2041 AMERICAN NATIONAL GOVERNMENT
- HUM 2270 HUMANITIES (EAST/WEST SYNTHESIS)

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**SPC St. Petersburg College**

- Total Program Credits 60 Total Pathway Credits 64

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Visit Career Services & complete assessments.
- Discover careers & research (using IES & O*NET)
- Explore degree options & requirements.
- Work with Academic Advising to create a MDP
- Familiarize yourself with MySPC, MyCourses & SPC Email
- Volunteer & Join Student Government or a club
- Start a basic resume
- Locate scholarship opportunities

---

- Confirm degree plan matches career goals
- Modify My Learning Plan (MLP) if necessary
- Add Volunteer Activities & Clubs to resume
- A.S. Programs: Attend events related to program & prepare for industry certifications & exams
- A.A. Program: Determine transfer institution
- Make an advising appointment
- Visit Career Services to discuss work-based learning opportunities

---

- Gain experience in your field
- Build relationships and practice interviewing
- Create LinkedIn Profile & build up your online presence
- Complete all required courses for credit internship
- Make plans for transfer or continuing at SPC
- Complete degree audit with an advisor
- Update My Learning Plan and resume

---

- Research jobs & companies
- Close reference letters of recommendation
- Finalize plans for transfer or continuing with SPC
- Apply for graduation & order your cap and gown

---

SPC St. Petersburg College

- spc.edu/careerservices | Twitter #sponspc
Advising and student support provide the framework that unifies guided pathways.

What is my path?  
What will I need to take?  
Am I on track to graduate?  
What will I need to take next term?  

Clarifying the path

Program Planning

What are my career options?  
What if I want to change programs?  
What if I run into trouble?  

Getting on a path

Counseling & Coaching

Am I on-schedule?  
How can I get help?  

Staying on a path

On or Off Map

Am I learning what I need to be learning?

Ensuring learning

Analytics & Integrated LMS
### Pre-College — 0 Hours

- **AlamoENROLL** — Provides enrollment guidance to prospective students through cross-college website including:
  - Steps to Enrollment Checklist
  - Open Modules
  - Ready, Set, Apply
  - Intro to College and AlamoINSTITUTES
  - Financing Your Future
  - Test 101
  - Resources/Computer labs
- **AlamoINSTITUTES** — Provide advising information regarding career pathways:
  - Health & Biosciences
  - Advanced Manufacturing & Logistics
  - Science & Technology
  - Public Service
  - Creative & Communication Arts
  - Business & Entrepreneurship
- **Early Colleges/Academies** — Course enrollment in Fr/Sr through assigned advisor.
- **Dual Credit** — Course enrollment in Jr/Sr year through assigned Advisor.
- **College Connection** — Guide through enrollment process, including completion of ApplyTexas, FAFSA Application, TSI and AlamoENROLL modules.
- **Grad Guru** downloaded

### Initial Enrollment — 1st Semester

- **New Student Orientation/Convocation** — Orientation,
  - Provide Academic Advising Syllabus (0–30 hours)
  - Assist with scheduling & registering for courses
  - Orient students to Degree Plans via AlamoINSTITUTES / major course of study
  - Identify ACOL/PLA
- **Post Assessment Advising** — TSI score interpreted
  - Academic Refresher — INRW and math
  - Post Refresher Advising

### 1st Semester

- Instruction on College Success (SDEV Courses)
  - Advisor utilizes Canvas to connect with students
  - Assist students in choosing their major using MyAlamoCareer.org and Career Coach
  - AlamoINSTITUTES utilized
  - Provide students with a plan to earn a certificate
  - Complete ISP via Alamo GPS
  - Advise and register students into appropriate courses
  - Early Alert & Smart Start utilized

### 2nd Semester

- Confirm students’ plan to earn a certificate
  - Complete ISP via Alamo GPS
  - Advise and register students into appropriate courses
  - Early Alert & Smart Start utilized

### Actions

- Assign Connection Advisor
- Certified Advisor Assigned/PIN Given, Institute
- Faculty Mentor Assigned

### Metrics

- Number of Apply Texas Submitted
- FTICS Enrolled
- Number of DC/EC Enrolled
- Productive Grade Rate (PGR)

### Badges

- Welcome
- College Ready, 15 Hours, 30 Hours
- Core Complete
- Cert., Degree, Alum
Evidence
Tennessee Academic Focus Areas

- Business
- Social Sciences
- Health Sciences
- Education
- STEM
- Humanities
- Arts
Incoming Freshmen Who Successfully Completed at Least 9 hours in Their Focus Area During Their 1st Academic Year

### Community College Freshmen

- 2009-10: 20%
- 2010-11: 18%
- 2011-12: 21%
- 2012-13: 21%
- 2013-14: 22%
- 2014-15: 25%
- 2015-16: 32%

### Community College Minority Freshmen

- 2009-10: 9%
- 2010-11: 7%
- 2011-12: 8%
- 2012-13: 10%
- 2013-14: 11%
- 2014-15: 15%
- 2015-16: 19%

Source: Denley, TBR, 2016
Accelerating Program Entry

Six-Year Graduation Rates: FTIEC Tennessee Community College Students
By Focus Area Courses Attempted/Completed in First Year

- Didn't attempt 9 credits in focus area: 11%
- Attempted 9 credits in focus: 31%
- Earned 9 credits in focus: 38%

Source: Tristan Denley, TN Board of Regents.
Promising Evidence from Ohio

Percentage of students who completed at least nine credit hours in a program declared in their first year – Sinclair Community College

Source: Sinclair Community College.
Promising Evidence from Ohio

Sinclair CC 6-year Completion Rate: Fall Term New Students

- AY 2010-11: 9% completed < 9 program credits in Yr. 1, 40% completed 9+ program credits in Yr. 1
- AY 2011-12: 8% completed < 9 program credits in Yr. 1, 41% completed 9+ program credits in Yr. 1

Source: Sinclair Community College.
# Impact Over Three Years

## Three Year Summary Table

<table>
<thead>
<tr>
<th></th>
<th>Program Group (451)</th>
<th>Control Group (445)</th>
<th>n = 896</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Sessions enrolled</td>
<td>6.6</td>
<td>5.4</td>
<td></td>
</tr>
<tr>
<td>No. of Credits earned</td>
<td>47.7</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Degrees earned</td>
<td>40.1%</td>
<td>21.8%</td>
<td></td>
</tr>
</tbody>
</table>
• CUNY three year graduation rate for first-time full-time students—14%

• Guttman three year graduation rate—49%

Source: Stuart Cochran, GCC
Takeaways

• Focused programs will not improve institutional outcomes
• Reform of developmental education alone will not be adequate to get students firmly established in their programs
• Mapping programs is essential but only a beginning
• Counseling and student supports provide the framework that unifies guided pathways
For more information

Please visit us on the web at

http://ccrc.tc.columbia.edu

where you can download presentations, reports, and briefs, and sign-up for news announcements. We’re also on Facebook and Twitter.

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