Measuring (and Improving) the Impact of Guided Pathways Reforms

Davis Jenkins
Community College Research Center
Teachers College, Columbia University
SUNY Guided Pathways Institute #1
March 16, 2018
A National Movement: Colleges Implementing Guided Pathways
Cafeteria College

- Paths to career goals unclear
- Intake sorts, diverts students
- Students’ progress not monitored
- Learning outcomes not defined and assessed across programs

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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’ progress closely tracked
- Learning outcomes/assessments aligned across programs

= Churning

= Early transfer

= Completion

= Excess credits

= Time to degree

= Skill building
Start with the End in Mind

- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)
- Help students explore options/make full-program plan
- Integrate academic support into critical program gateway courses
- Clearly map out program paths
- Redesign advising/scheduling around maps/plans
- Monitor student progress, provide feedback and support as needed
- Align program outcomes with requirements for success in career-path employment and further education

**CONNECTION**
From interest to application

**ENTRY**
From entry to passing program gatekeeper courses

**PROGRESS**
From program entry to completion of program requirements

**COMPLETION**
From completion of credential to career advancement and further education
Fact: Workforce is increasingly educated

Source: Valletta (2015)
Net Returns Over Time – Female

Source: Xu, Jaggars, & Fletcher, 2016.
New Jobs Created by Education Level: January 2010 – January 2016

Source: Georgetown University Center on Education and the Workforce
Highest Outcomes in Six Years Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)

- National CC Entrants (845K)
  - Not Enrolled: 36%
  - Still Enrolled: 9%
  - Transferred to Four-Year College: 10%
  - Transferred with Community College Award: 6%
  - Earned Bachelor's Degree: 14%
  - Earned Associate Degree: 4%
  - Earned Certificate: 4%

- New York CC Entrants (N=49K)
  - Not Enrolled: 47%
  - Still Enrolled: 9%
  - Transferred to Four-Year College: 12%
  - Transferred with Community College Award: 6%
  - Earned Bachelor's Degree: 14%
  - Earned Associate Degree: 1%
  - Earned Certificate: 6%

Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.
New York: Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)

Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.
Bachelor’s Degree Completer Program Areas Among Community College Entrants (Fall 2010 FTEIC Cohort)

New York Completers (N=8K) vs. National Completers (N=115K)

Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.
Bachelor’s Degree Completer Program Areas Among Community College Entrants (Fall 2010 FTEIC Cohort)

New York Completers (N=8K)  NY Lower income Completers (N= 1244)  NY Higher income Completers (N= 3509)

Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.
What Do Students Think of Guided Pathways?

By John Feik

Increasingly, colleges and universities across the country are adopting "guided pathways" reforms to create clearly defined, educationally coherent pathways into and through programs of study for their students. Facilitated by built-in supports, the goal of guided pathways is to increase learning and graduation rates, and to help more students complete programs that lead to career advancement and further education as efficiently as possible.

The relatively recent movement to implement clearer and better supported pathways from college entry to graduation is grounded in research showing that when students are provided with structure and guidance, they are more likely to enroll in the most appropriate courses, stay on track, and be successful in completing a college credential.

We are now beginning to learn how some of the first colleges that embarked upon guided pathways are implementing these reforms, the challenges they are encountering, and common reactions to them from college faculty and staff. Yet, despite the breadth of the guided pathways movement nationally and the ongoing studies underway to gauge its effect on key outcomes such as credential completion, we do not know enough about what students themselves think of guided pathways. In this brief, I examine data from 48 interviews with first-year students at City Colleges of Chicago (CCC)—a large urban community college system with seven campuses that since 2010 has been implementing guided pathways—to understand students' reactions to CCC's ambitious, system-wide reform.

A large majority of the students were enthusiastic about program maps and educational planning—hallmarks of the guided pathways approach—but a few students had negative reactions to these very same elements of the reform. And nearly half the students reported that they experienced problems with activities such as registration and course planning while new systems and practices were being deployed by the college, pointing to substantial implementation challenges.

One of the first major undertakings carried out by any college implementing guided pathways is clarifying academic program pathways through the creation of default “maps” for each program of study. Alongside information about career and transfer options for students who follow each pathway, these program maps include a faculty- and advisor-recommended semester-by-semester default sequence of courses...
Essential Pathways Practices

- Organize programs into “meta-majors,” map programs to career-path jobs and transfer in majors
- Help all students explore career/academic options and develop a full-program plan by end of term 1
- Make schedules and monitor progress based on students’ plans
- Integrate and contextualize academic support into college program gateway courses
- Embed active/experiential learning into every program
- Build pathways into high schools, starting with dual enrollment
Idealized Timeline for Implementing Guided Pathways at Scale

LAYING THE GROUNDWORK
3+ Years Prior to Pathways
- Build capacity to collect, report, and use data
- Develop strategic goals and plan, focused on improving student outcomes
- Implement at least one major innovation at scale

BUILDING A SENSE OF URGENCY
Year 1
- Make the case for change
- Scrutinize current practice from student perspective

INTAKE AND ADVISING REDESIGN
Years 2-3
- Redesign intake to enable students to explore career/academic options and develop full-program plan by end of term 1
- Pilot integrated and contextualized academic support for program gateway courses
- Redesign scheduling and advising to support timely student advancement
- Plan upgrading of business processes and IT systems and begin training staff

IMPROVED SCALE IMPLEMENTATION
Years 4-5
- Evaluate and improve pathways implementation
- Build academic and career communities within meta-majors
- Extend program pathways into high schools (start with dual enrollment) and adult ed programs

MAPPING PROGRAM PATHWAYS
Year 2
- Organize programs into career-focused meta-majors
- Backward map all programs to jobs and transfer opportunities

INITIAL SCALE IMPLEMENTATION
Year 3
- Begin scale implementation of new student intake, planning, scheduling, and advising
- Reorganize learning outcomes assessment around meta-majors and maps
- Implement IT systems and business processes to support pathways
- Plan extension of program pathways into high schools and adult ed programs

ONGOING IMPROVEMENT
Ongoing
- Institutionalize program review, improvement, and professional development within and across meta-majors
Early Momentum Matters

Early Momentum Metrics: Why They Matter for College Improvement
By David Jenkins and Thomas Bailey

Postsecondary reform has several important goals, including improving degree completion, increasing students’ chances of reaching well-informed goals, and closing equity gaps in student achievement. Thus, long-term measures—such as overall increases and improved equity in completion rates and employment outcomes—will eventually signal the success or failure of the current reform movement. But in seeking to reform college practice to improve student success over the long run, there are two broad reasons why stakeholders should initially focus on near-term measures.

First, graduation and employment will occur years in the future. If we rely on longer term metrics, we will have to wait several years after reforms are implemented to begin to get an indication of whether they are working. If we can find measures of near-term progress that predict long-term success, then we can gauge the effectiveness of the reform much earlier. While near-term progress does not guarantee longer term success, it is unlikely that long-term success will occur if near-term outcomes are stagnant.

Second, focusing on near-term outcomes is not only valuable for the purpose of evaluation; it can also motivate and help guide continuous improvement and adjustment of reforms. If students begin their college careers off-track, then they will spend their first year not making progress toward their goals. In addition to wasting students’ time and money, lack of progress in the first year can lead to excess credits and difficulties in transfer, and lowered chances of program completion. An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.

In this brief, we propose three measures of “early momentum” for both of the reasons described above: Research is beginning to show that these near-term metrics predict long-term success, and the metrics focus attention on initial conditions at colleges that are particularly important for solidifying the foundation for student success. While these measures are valuable individually, as a group they give a better picture of the impact of reforms on students, and thus are more valuable if used together. These measures include:

An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success.
Early Momentum Metrics

a) **Credit momentum** – % of FTEIC students who attempt 15/30 credits in one term/year

b) **Gatekeeper 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
Early Momentum Mindsets

a) 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

b) Gatekeeper momentum:
   • From academic assessment to holistic assessment
   • From pre-requisite remediation to co-requisite support

c) Program momentum:
   • From job/transfer help for near completers to career exploration and planning from the start
   • From gen ed to meta-majors
   • From math and English gateways to critical program courses
Early Evidence
Lorain County Community College (OH)
Human/Social Services and Public Safety
Programs and majors in this pathway lead to careers in social work, psychology, journalism, counseling, public administration, and safety forces along with associated transfer programs.

Explore this pathway

Liberal and Creative Arts
Programs and majors in this pathway lead to careers in humanities, journalism, literature, music, photography, theatre, religion, philosophy, foreign language, digital arts and associated transfer programs.

Explore this pathway

Science and Math
Programs and majors in this pathway lead to careers in mathematics, biology, chemistry, physics, sustainable agriculture, environmental, and associated transfer programs.

Explore this pathway

Personal and Professional Development
You don't have to be pursuing a degree to benefit from education and training at LCCC. Whether you want to improve your job skills, become certified in a specialty or just enjoy the experience of learning something new, be sure to check out the wide range of continuing education courses at LCCC.

Explore this pathway
Alternative Energy Technology - Solar Technology, Associate of Applied Science

Alternative Energy Technology - Solar Technology, One-Year Technical Certificate

Alternative Energy Technology - Wind Turbine Major, Associate of Applied Science

Alternative Energy Technology - Wind Turbine, One-Year Technical Certificate

Alternative Energy Technology - Wind Turbine, Short-Term Technical Certificate

Automation Engineering Technology - Maintenance Technician, Short-Term Technical Certificate

Automation Engineering Technology - Maintenance/Repair, Associate of Applied Science

Automation Engineering Technology - Systems Specialist Major, Associate of Applied Science

Business Administration - Entrepreneurship, Associate of Applied Business

Business Administration - Human Resource Management, Associate of Applied Business

Business Administration - Management, Associate of Applied Business

Business Administration - Marketing, Associate of Applied Business

Business Administration - Real Estate, Associate of Applied Business

Business Management, One-Year Technical Certificate

Computer Engineering Technology - Business Forensics Investigations Major, Associate of Applied Science

Computer Engineering Technology - Business Forensics Investigations, One-Year Technical Certificate

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 251</td>
<td>PRINCIPLES OF MANAGEMENT 5</td>
</tr>
<tr>
<td>MKRG 251</td>
<td>PRINCIPLES OF MARKETING 3</td>
</tr>
</tbody>
</table>

Science with Lab Elective 6

Electives 2-3

<table>
<thead>
<tr>
<th>Hours</th>
<th>16-17</th>
</tr>
</thead>
</table>

Total Hours 60-61

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1. Students transferring to the Hiram College University Partnership Accounting Program should take MTHM 168. Students transferring elsewhere should obtain transfer information from that institution.

2. A student must register for the orientation course when enrolling for more than six credit hours per semester or any course that would result in an accumulation of 13 or more credit hours.

3. Indicates that this course has a prerequisite.

4. This course offers an opportunity for experiential learning.

5. Students transferring to the Hiram College University Partnership accounting program should take BADM 251.

6. Science elective with lab selected from the general education/transfer module. Suggested electives are: BIOG 151, BIOG 152, PSSC 153. If transferring to Hiram other options are BIOG 159, BIOG 163 or ASTY 151.

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 161</td>
<td>PAYROLL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>ACTG 253</td>
<td>FORENSIC ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>ACTG 287</td>
<td>WORK-BASED LEARNING I - ACTG</td>
<td>1-3</td>
</tr>
<tr>
<td>BADM 211</td>
<td>BUSINESS COMMUNICATIONS</td>
<td></td>
</tr>
<tr>
<td>CISS 212</td>
<td>SPREADSHEET APPLICATIONS</td>
<td></td>
</tr>
</tbody>
</table>

(Students transferring to the Hiram College University Partnership Accounting Program can take any of the above electives with the exception of ACTG 287. Students taking ACTG 287 may need 2 credit hours.) In addition, students transferring to the Hiram College Partnership accounting program should take a humanity or fine arts course as an elective. Suggested courses for Hiram transfers are: ARTS 245G, ENGL 253G, ENGL 255, ENGL 257G, HSTR 151G, HSTR 161, HUMS 271G, HUMS 274, MUSC 261G or SOCY 276G. Students intending to transfer elsewhere should consult with the intended transfer institution or consult with an LCCC counselor or advisor for transfer information.
Admission Requirements
67 semester hours of credit toward the Associate of Applied Business in Accounting

Complete the following courses:

ACTG 151 & 152
ACTG 265
ACTG 251 & 252
ECNM 151
BADM 251
FNCE 251
ENGL 161 & 162
MTHM 168
Natural Science w/Lab
Elective Humanities or Fine Arts

GPA Requirements

2.5 overall GPA at LCCC
2.0 overall GPA in Business/Economics courses
Earn at least a 2.0 overall GPA in Accounting courses
Earn at least a "C" in all courses

For More Information
Students interested in this program can schedule an appointment with Krystal Iwuagwu, Hiram College Counselor, at (330) 977-7514 or iwuagwukr@hiram.edu.

Bachelor of Arts in Integrated Environmental Studies
The integrated environmental studies major focuses on developing students' abilities to incorporate concepts and knowledge relevant to environmental issues from across multiple disciplines and to communicate about those in important ways. Progress toward these central goals is supported by a variety of skills developed through hands-on learning experiences. Integrated Environmental Studies students can expect to integrate information from various fields, confront diverse and sometimes conflicting perspectives, and apply these in specific problem-solving efforts.

Students majoring in Integrated Environmental Studies proceed through three key Integrative courses beginning with our introductory course (INTD 22500: Humans and the Environment) and ending with our capstone course (EVST 48000: Senior Seminar); take a series of required courses from an array of disciplines to build a multidisciplinary foundation; and select four to six elective courses.

Hiram College courses are taught by Hiram College faculty either in person or via distance learning. Students can complete the Integrated Environmental Studies degree in its entirety on LCCC's campus.
Students Who Passed ≥ 3 College Courses In Their Program Area in Year 1

Concentration is defined as 9 credit hours within a program of study within 1 year

58% improvement rate!
IPEDS Year 1 to Year 2 Retention

- Fall 2010: 56%
- Fall 2011: 58%
- Fall 2012: 60%
- Fall 2013: 63%
- Fall 2014: 67%
- Fall 2015: 67%
Certificates and Degrees Awarded

- Associate
- 1-Yr Certificate
- Short-term Certificate

53% Increase

IPEDS 3-Year Graduation Rates

2008: 8%
2009: 10%
2010: 10%
2011: 13%
2012: 15%
2013: 19%
2014: 23%

Increase: 188%
First Associate degree completers within 4 years with 15 or fewer transfer-in credits

-7% decrease since 2012-13

Reduces cost to graduates by almost 2 courses ≈ $602

$602 x 366 graduates = $220,332 in Student Savings
## Student Success Return on Investment

<table>
<thead>
<tr>
<th>Fall full-time student retention</th>
<th>2011: 56%</th>
<th>2016: 67%</th>
</tr>
</thead>
<tbody>
<tr>
<td>370 more full-time students retained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each full-time student retained to year two ≈</td>
<td>$4,900 in tuition and subsidy</td>
<td></td>
</tr>
<tr>
<td>Over $1.8 million gained from student success efforts since 2011</td>
<td></td>
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</tbody>
</table>
Save on the cost of a BA!

<table>
<thead>
<tr>
<th>College/University</th>
<th>University Costs 4 Years With Room &amp; Board</th>
<th>Bachelor’s Degree Completion Cost through MyUniversity</th>
<th>Savings!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashland University</td>
<td>$157,416</td>
<td>$32,798</td>
<td>79%</td>
</tr>
<tr>
<td>B.S. in Education</td>
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<tr>
<td>Bowling Green State University</td>
<td>$75,400</td>
<td>$11,745</td>
<td>84%</td>
</tr>
<tr>
<td>B.S. in Biology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>$85,227</td>
<td>$12,525</td>
<td>85%</td>
</tr>
<tr>
<td>B.A. in Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiram College</td>
<td>$160,600</td>
<td>$24,554</td>
<td>85%</td>
</tr>
<tr>
<td>B.A. in Accounting &amp; Fin. Mgmt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kent State University</td>
<td>$77,408</td>
<td>$12,893</td>
<td>83%</td>
</tr>
<tr>
<td>Bachelor of Bus. Admin.</td>
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<tr>
<td>University of Akron</td>
<td>$80,578</td>
<td>$12,811</td>
<td>84%</td>
</tr>
<tr>
<td>B.S. in Sport Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Toledo</td>
<td>$83,177</td>
<td>$15,726</td>
<td>81%</td>
</tr>
<tr>
<td>B.S. in Computer Science &amp; Eng.</td>
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</table>

**LCCC’s in county tuition is $3,077 per year for a full-time student.**

Percent savings based on Bachelor’s Degree with LCCC’s MyUniversity Guarantee versus all 4 years at the university rates and incurring room & board.
Early Evidence

Sinclair Community College (Ohio)
Career Communities

Why Career Communities?

Career Communities will give you opportunities to:

1. EXPLORE and CONNECT with your career and academic goals
2. MEET students with similar interests
3. ENGAGE with faculty members and employers in your career area
4. CONSULT with an advisor who specializes in the programs in a particular career community
5. UNDERSTAND the resources at Sinclair

FALL 2016: CAREER COMMUNITY EVENTS

Sinclair has 6 Career Communities:

- Business & IT
- Creative Arts
- Health Sciences
- Liberal Arts & Social Sciences
- Public Safety & Justice
- Science, Technology, Engineering & Math (STEM)

Browse Programs by Career Community

- BUSINESS & IT
- CREATIVE ARTS
- HEALTH SCIENCES
- LIBERAL ARTS & SOCIAL SCIENCES (LASS)
- PUBLIC SAFETY & JUSTICE
- SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)
Welcome to your Career Connection!

Do you want to discover your career options? Navigate the way to your future destination! The Career Connection is your gateway to career resources at Sinclair Career Connection.

Use the Career Connection to...

- Explore: Career Fields and Options
- Plan: My Academic and Career Pathway
- Gain: Experience with an Internship or Other Options
- Finish: and Get a Job or Transfer to a 4-year College

Steps:
- Get Ready for Success
- Get Ready to Transfer
- Find Your Job and Get Hired

Tools:
- Job Checklist
- Transfer Checklist
- Resumes
- Interviews
- Job Search
- Schedule an Appointment with an Advisor

Find a job
Take the next steps toward putting your skills to work.
New Students Who Met with an Advisor

Goal for 2022: 95%
Students Completing Nine Credit Hours in their Program

Goal for 2022: 60%
Degrees and Certificates Earned

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<thead>
<tr>
<th>Fiscal Year</th>
<th>Degrees Earned</th>
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<tbody>
<tr>
<td>FY13</td>
<td>3,292</td>
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<tr>
<td>FY14</td>
<td>3,868</td>
</tr>
<tr>
<td>FY15</td>
<td>4,038</td>
</tr>
<tr>
<td>FY16</td>
<td>4,171</td>
</tr>
<tr>
<td>FY17</td>
<td>5,039</td>
</tr>
</tbody>
</table>
IPEDS Graduation Rate*

* First-time in college, full-time students who complete an associate’s degree in approximately 3 years

Goal for 2022: 30%
Early Evidence

Indian River State College (FL)
Science, Technology, Engineering and Mathematics

This meta major is known as STEM and represents some of the fastest-growing high-tech fields. This is the meta major you should choose to pursue a career as an engineer.

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## 2016-2017 Guided Pathway

### First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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<tbody>
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<td></td>
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### Second Semester

<table>
<thead>
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<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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### Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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### Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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<tbody>
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*If student took 2 years of Foreign Language in High School, not required to take foreign language in college.
Information Technology Management and Cyber Security — BS (1)

All career data is set to your current geographical area: up to 100 miles away from 34981

- **Bookmark**
- **Program Webpage**

### Contact Info

Contact Us  
(772) 462-4772  
info@irsc.edu  
Go to Contact Website

### Description

Gain advanced skills in building, operating and maintaining computer networks and ensuring the safety and security of data moving through these networks.

### Related Careers

- **Computer and Information Systems Manager**  
  $61.41 Hourly Wage  6,706 Currently Employed  
  Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming.

- **Computer Operator**  
  $19.22 Hourly Wage  1,329 Currently Employed  
  Monitor and control electronic computer and peripheral electronic data processing equipment to process business, scientific, engineering, and other data according to operating...

- **Document Management Specialist**  
  $34.70 Hourly Wage  4,171 Currently Employed  
  Implement and administer enterprise-wide document management systems and related procedures that allow organizations to capture, store, retrieve, share, and destroy electronic...

- **Information Technology Project Manager**  
  $34.70 Hourly Wage  4,171 Currently Employed  
  Plan, initiate, and manage information technology (IT) projects. Lead and guide the work of technical staff. Serve as liaison between business and technical aspects of projects...
IRSC 100% Completion by Race

Full-Time FTIC Cohort Graduating Within Two Years by Race/Ethnicity

Data: 11/5/17
Early Evidence

Cleveland State Community College (TN)
### Fall Semester

- **CHEM 2010** Organic Chemistry I  
  4
- **HIST 2110 or HIST 1110** American History I or World Civilization I  
  3
- **ARTH 2010** Survey of Art History I  
  3
- **PHYS 2120** Calculus Based Physics II  
  4
- **SOCI 1010** Introduction to Sociology  
  3

**Subtotal**: 65

### Spring Semester

- **CHEM 2020** Organic Chemistry II  
  4
- **HIST 2120 or HIST 1120** American History II or World Civilization II  
  3
- **ENGL 2120** Modern American Literature  
  3
- **SPCH 1010** Fundamentals of Speech Communication  
  3
- **MUS 1030** Music Appreciation  
  3

**Subtotal**: 65

### Fall Milestones

Successful completion of **CHEM 2010** required for progression to **CHEM 2020**.

**FINANCIAL ALERT**: If you plan to receive aid, the priority deadline to apply or renew your FAFSA and submit any requested documentation is July 1. Please consult a financial aid specialist and the business office prior to the start of classes to check on fees/expenses and to ensure that you are in good standing.

Work with your advisor to discuss Spring registration when contacted. Remember, advising is key to success!

### Spring Milestones

Congratulations! After you complete this semester’s courses and maintain an overall 2.0 GPA, you will be a Cleveland State graduate.

Apply to graduate by completing the online **Intent to Graduate** form under the Graduation Tab within Registration Tools & Forms on CougarNet. Complete program test and exit exam in the Testing Center. Schedule to take your exams by going to mycs.cc/testing.

**FINANCIAL ALERT**: Please consult a financial aid specialist and the business office prior to the start of classes to check on fees/expenses and to ensure that you are in good standing.
Cleveland State Community College Credit Momentum KPIs

Cleveland State Community College Gateway Math & English Momentum KPIs

- Completed college math in year 1:
  - 2010: 18%
  - 2011: 21%
  - 2012: 25%
  - 2013: 35%
  - 2014: 40%
  - 2015: 55%

- Completed college English in year 1:
  - 2010: 48%
  - 2011: 50%
  - 2012: 50%
  - 2013: 55%
  - 2014: 55%
  - 2015: 55%

- Completed both college math and English in year 1:
  - 2010: 0%
  - 2011: 100%
  - 2012: 100%
  - 2013: 90%
  - 2014: 90%
  - 2015: 90%
  - 2016: 100%
Early Evidence

Tennessee Community Colleges (average trends for 13 colleges)
Accelerating College Entry

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

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

Source: Belfield, Jenkins, Lahr (2016).
Source: CCRC Analysis of TBR Data
TBR CCs: Earned 12+ credits in 1st term, by Age Groups and Race

Source: CCRC Analysis of TBR Data
TBR CCs: Earned 24+ credits in Year 1, by Age Groups and Race

Source: CCRC Analysis of TBR Data
TBR CCs: Passed college English in year 1, by Age Groups and Race

Source: CCRC Analysis of TBR Data
TBR CCs: Passed college math in year 1, by Age Groups and Race

Source: CCRC Analysis of TBR Data
TBR CCs Persistence and College Course Completion KPIs

Credit pass rate
Persisted from term 1 to term 2

Average college credits attempted in the first year per student
Average college credits earned in the first year per student

Source: CCRC Analysis of TBR Data
Early Evidence
Alamo College District (TX)
<table>
<thead>
<tr>
<th>Pre-College — 0 Hours</th>
<th>0–30 Hours</th>
<th>31+ Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connection</strong></td>
<td><strong>Entry</strong></td>
<td><strong>Progress</strong></td>
</tr>
<tr>
<td><strong>Welcome/Advising Centers</strong></td>
<td><strong>College Success</strong></td>
<td><strong>Faculty Assigned with Major</strong></td>
</tr>
<tr>
<td>AlamoENROLL — Provides enrollment guidance to prospective students through cross-college website including:</td>
<td>New Student Orientation/Convocation — Orientation to the college, registration, and advising.</td>
<td>Faculty teamed with an advisor through Degree or Certificate completion via GPS.</td>
</tr>
<tr>
<td>— Steps to Enrollment Checklist</td>
<td>— Provide Academic Advising Syllabus [0–30 hours]</td>
<td>— Provide Academic Advising Syllabus [31+ hours]</td>
</tr>
<tr>
<td>— Open Modules</td>
<td>— Assist with scheduling &amp; registering for classes</td>
<td>— Advising regarding course selection is offered through Group or Individual Sessions to understand the requirements of chosen major at transfer university.</td>
</tr>
<tr>
<td>— Ready, Set, Apply</td>
<td>— Orient students to Degree Plans via AlamoENROLL</td>
<td>— Major Mixers/Major Mania Events</td>
</tr>
<tr>
<td>— Intro to College and AlamoINSTITUTES</td>
<td>— Online Web Registration assistance available</td>
<td></td>
</tr>
<tr>
<td>— Financing Your Future</td>
<td>— Identify ACOL/PLA</td>
<td></td>
</tr>
<tr>
<td>— Test 101</td>
<td>— Post Assessment Advising — TSI score interpreted</td>
<td>— Graduation Survey</td>
</tr>
<tr>
<td>— Resources/Computer labs</td>
<td>— Academic Refresher Advising — INRW and math</td>
<td>— Reverse Transfer</td>
</tr>
<tr>
<td>AlamoINSTITUTES — Provide advising information regarding career pathways:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Health &amp; Biosciences</td>
<td>— MyAlamoCareer.org and Career Coach — Provides resources and support for students pursuing career paths.</td>
<td></td>
</tr>
<tr>
<td>— Advanced Manufacturing &amp; Logistics</td>
<td>— Utilize Canvas to connect with assigned advisor</td>
<td></td>
</tr>
<tr>
<td>— Science &amp; Technology</td>
<td>— Assist students in choosing their major using AlamoINSTITUTES</td>
<td></td>
</tr>
<tr>
<td>— Public Service</td>
<td>— MyAlamoCareer.org and Career Coach — Provides resources and support for students pursuing career paths.</td>
<td></td>
</tr>
<tr>
<td>— Creative &amp; Communication Arts</td>
<td>— Contact Alamo Colleges and local job markets</td>
<td></td>
</tr>
<tr>
<td>— Business &amp; Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Early Colleges/Academies</strong> — Course enrollment in Fr/Sr through assigned advisor.</td>
<td><strong>2nd Year — Graduation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Dual Credit — Course enrollment in Jr/Sr year through assigned Advisor.</td>
<td><strong>2nd Year — Graduation</strong></td>
</tr>
<tr>
<td></td>
<td>— College Connection — Guide through enrollment process, including completion of ApplyTexas, FAFSA Application, TSI, and AlamoENROLL modules.</td>
<td>— Assist students [42+ Hours/ Core Complete] in Degree Audits via Alamo GPS</td>
</tr>
<tr>
<td></td>
<td>— Grad Guru downloaded</td>
<td></td>
</tr>
<tr>
<td><strong>Actions</strong>: Assign Connection Advisor</td>
<td><strong>Certified Advisor Assigned/PIN Given, Instruc</strong></td>
<td>Faculty Mentor Assigned</td>
</tr>
<tr>
<td><strong>Metrics</strong>: Number of Apply Texas Submitters</td>
<td>FTICS Enrolled</td>
<td>Number of Certificate &amp; Core Completers</td>
</tr>
<tr>
<td>(Analyst)</td>
<td>Number of DC/EC Enrolled</td>
<td>Number of Art. Agreements</td>
</tr>
<tr>
<td></td>
<td>DC/EC Term Retention</td>
<td>Number of Degrees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Certificates</td>
</tr>
<tr>
<td><strong>Badges</strong>: Welcome</td>
<td>College Ready, 15 Hours, 30 Hours</td>
<td>Core Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cert., Degree, Alum</td>
</tr>
</tbody>
</table>
Alamo Colleges Credit Momentum KPIs

- Earned 6+ college credits in 1st term:
  - 2010: 5%
  - 2011: 25%
  - 2012: 27%
  - 2013: 33%
  - 2014: 49%
  - 2015: 64%
  - 2016: 100%

- Earned 15+ college credits in year 1:
  - 2010: 0%
  - 2011: 5%
  - 2012: 23%
  - 2013: 27%
  - 2014: 49%
  - 2015: 75%
  - 2016: 100%

- Earned 24+ college credits in year 1:
  - 2010: 0%
  - 2011: 5%
  - 2012: 23%
  - 2013: 30%
  - 2014: 44%
  - 2015: 55%
  - 2016: 100%

- Earned 30+ college credits in year 1:
  - 2010: 0%
  - 2011: 5%
  - 2012: 23%
  - 2013: 30%
  - 2014: 44%
  - 2015: 55%
  - 2016: 100%

Alamo Colleges 3-year Completion Rates by KPI Status

- Earned 6+ college credits in 1st term:
  - Met KPI: 23%
  - Did not meet KPI: 3%

- Earned 15+ college credits in year 1:
  - Met KPI: 30%
  - Did not meet KPI: 2%

- Earned 24+ college credits in year 1:
  - Met KPI: 44%
  - Did not meet KPI: 6%

- Earned 30+ college credits in year 1:
  - Met KPI: 55%
  - Did not meet KPI: 11%

3-year Completion Rate, Any Credential

Note. Trends in Alamo Colleges Credit Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students met the particular KPI definition in their first year.
Alamo Colleges Gateway Math & English Momentum KPIs

- Completed both college math and English in year 1
  - 2010: 11%
  - 2011: 14%
  - 2012: 37%
  - 2013: 62%
  - 2014: 34%
  - 2015: 29%
  - 2016: 22%

- Completed college English in year 1
  - 2010: 0%
  - 2011: 25%
  - 2012: 50%
  - 2013: 62%
  - 2014: 34%
  - 2015: 29%
  - 2016: 22%

- Completed college Math in year 1
  - 2010: 0%
  - 2011: 5%
  - 2012: 25%
  - 2013: 32%
  - 2014: 29%
  - 2015: 22%
  - 2016: 14%

Note. Trends in Alamo Colleges Gateway Math and English Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students met the particular KPI definition in their first year.
Early Evidence
Jackson College (MI)
### General Education/MTA Requirements

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

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

<table>
<thead>
<tr>
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<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 249</td>
<td>African-American Literature</td>
<td>3</td>
<td>ENG 085* and ENG 131</td>
</tr>
<tr>
<td>GEO 132</td>
<td>World Regions</td>
<td>3</td>
<td>ENG 085* and ENG 090*</td>
</tr>
<tr>
<td>PSY 245</td>
<td>Infancy and Childhood</td>
<td>3</td>
<td>PSY 140</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>PSY 140</td>
</tr>
<tr>
<td>PSY 252</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>PSY 140</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Social Psychology</td>
<td>3</td>
<td>PSY 140 or SOC 231</td>
</tr>
<tr>
<td>SOC 236</td>
<td>Women in a Changing Society</td>
<td>3</td>
<td>ENG 085* and ENG 131</td>
</tr>
</tbody>
</table>

*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 and provide information and advice 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

<table>
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<td>Introduction to Psychology</td>
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<td>MAT 030</td>
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<tr>
<td>SEM 140</td>
<td>Seminar in Life Pathways</td>
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#### SEMESTER 2

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<td>ENG 085, ENG 091</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>ENG 085* and ENG 090*</td>
</tr>
</tbody>
</table>

#### SEMESTER 3

<table>
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<tr>
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<tbody>
<tr>
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<tr>
<td>PSY 251</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>PSY 140</td>
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</tbody>
</table>

#### SEMESTER 4

<table>
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<td>ENG 249</td>
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</tr>
<tr>
<td>SOC 236</td>
<td>Women in a Changing Society</td>
<td>3</td>
<td>ENG 085* and ENG 131</td>
</tr>
</tbody>
</table>

**MA is completed at the end of this term**

#### SEMESTER 5

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
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<tr>
<td>SOC 152</td>
<td>Social Psychology</td>
<td>3</td>
<td>PSY 140 or SOC 231</td>
</tr>
</tbody>
</table>

**AA is completed at the end of this term**
Jackson College Credit Momentum KPIs

- Earned 6+ college credits in 1st term
  - 2010: 25%
  - 2011: 25%
  - 2012: 30%
  - 2013: 30%
  - 2014: 39%
  - 2015: 58%
  - 2016: 58%

- Earned 15+ college credits in year 1
  - 2010: 10%
  - 2011: 15%
  - 2012: 20%
  - 2013: 20%
  - 2014: 20%
  - 2015: 15%
  - 2016: 15%

- Earned 24+ college credits in year 1
  - 2010: 2%
  - 2011: 10%
  - 2012: 20%
  - 2013: 20%
  - 2014: 20%
  - 2015: 15%
  - 2016: 15%

- Earned 30+ college credits in year 1
  - 2010: 0%
  - 2011: 0%
  - 2012: 0%
  - 2013: 0%
  - 2014: 6%
  - 2015: 6%
  - 2016: 6%
Jackson College Gateway Math & English KPIs

- Completed college math in year 1:
  - 2010: 25%
  - 2011: 30%
  - 2012: 36%
  - 2013: 43%
  - 2014: 45%
  - 2015: 50%
  - 2016: 64%

- Completed college English in year 1:
  - 2010: 0%
  - 2011: 25%
  - 2012: 30%
  - 2013: 43%
  - 2014: 45%
  - 2015: 50%
  - 2016: 64%

- Completed both college math and English in year 1:
  - 2010: 0%
  - 2011: 25%
  - 2012: 30%
  - 2013: 43%
  - 2014: 45%
  - 2015: 50%
  - 2016: 64%
Pathways Discussion Starters

a) What is the current experience for our students in terms of exploring career/college options, developing an academic (and financial) plan, progressing on the plan, completing and advancing to a career-path job and further education?

b) How would we like the student experience in a) to change?

c) What are we currently doing well that we could build on in implementing pathways at scale?

d) Whom do we need to engage on campus for the needed changes to happen?
Thank you!