

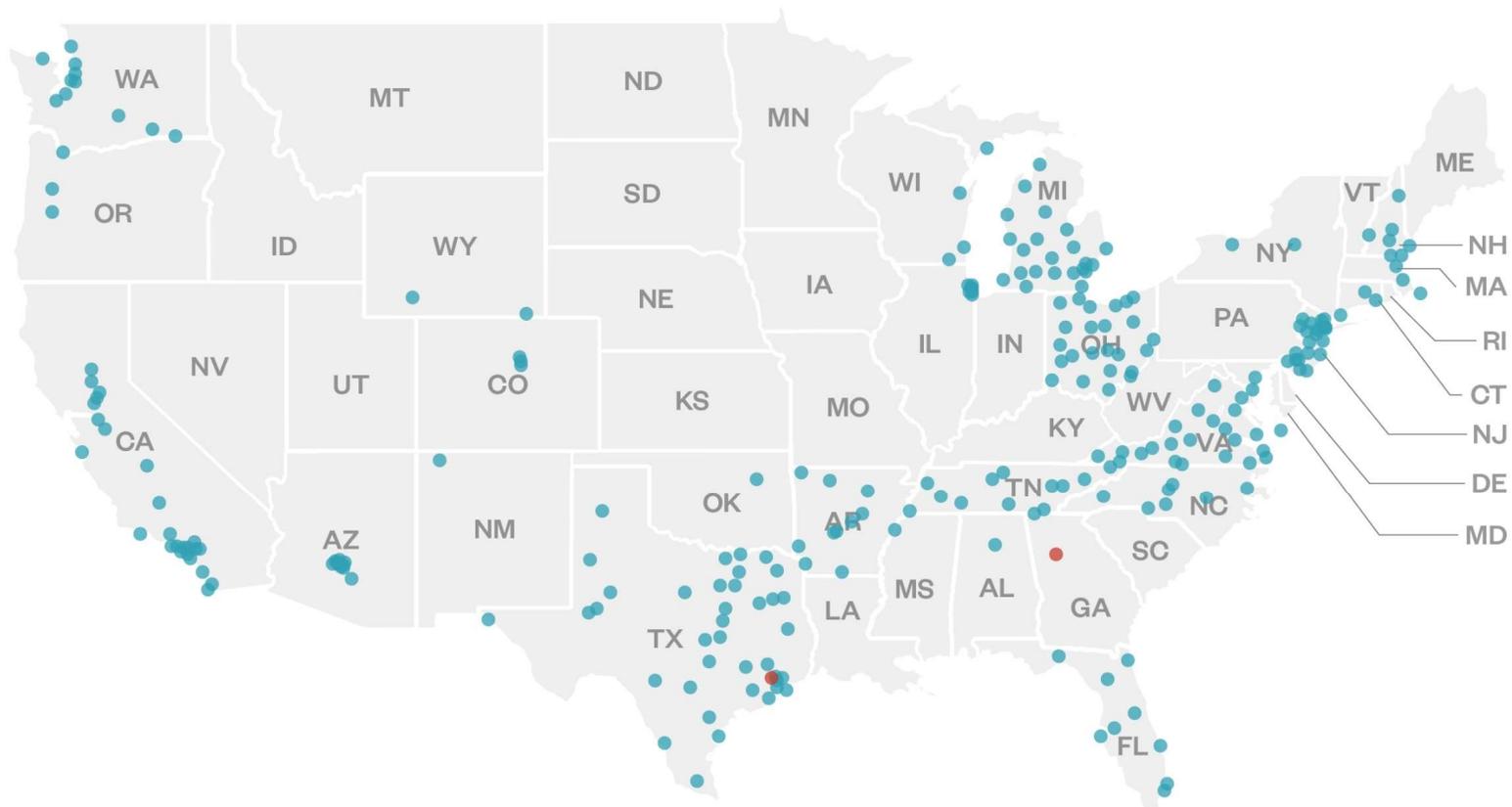
Measuring (and Improving) the Impact of Guided Pathways Reforms

Davis Jenkins

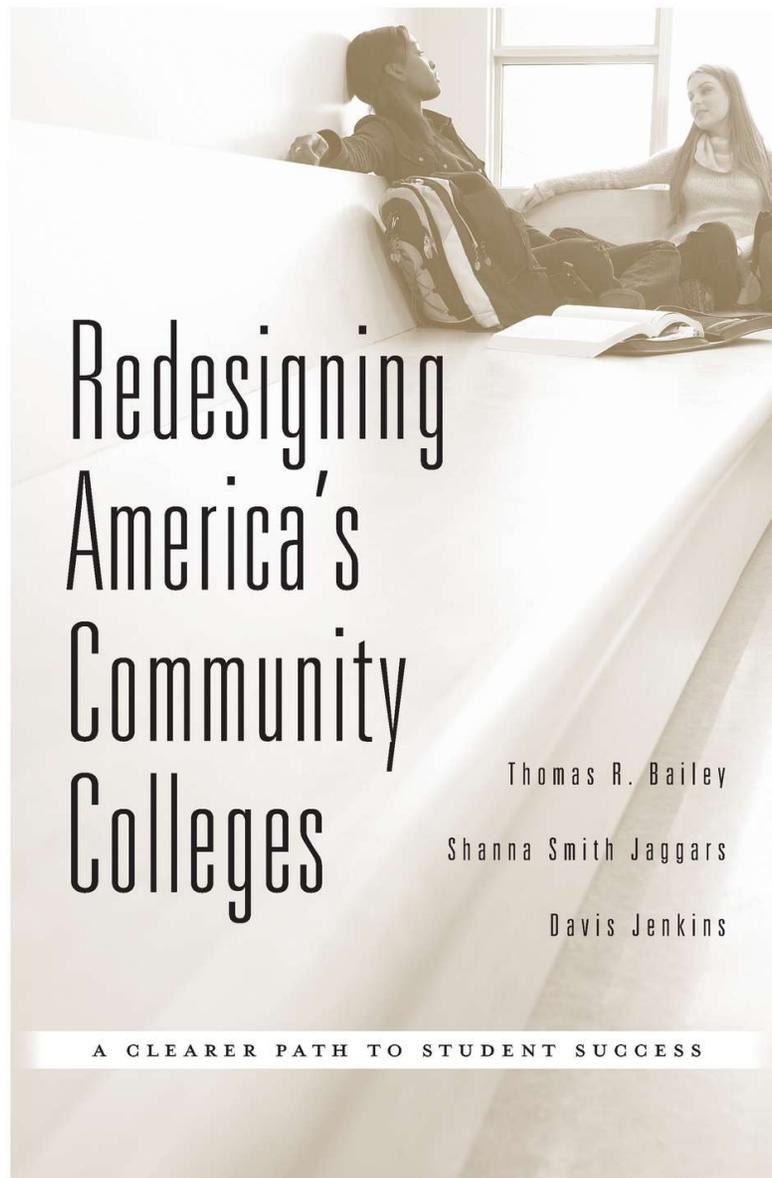
Community College Research Center
Teachers College, Columbia University

SUNY Guided Pathways Institute #1
March 16, 2018

A National Movement: Colleges Implementing Guided Pathways



Institution Type
 ● Community College
 ● University
Updated January 2018



Redesigning America's Community Colleges

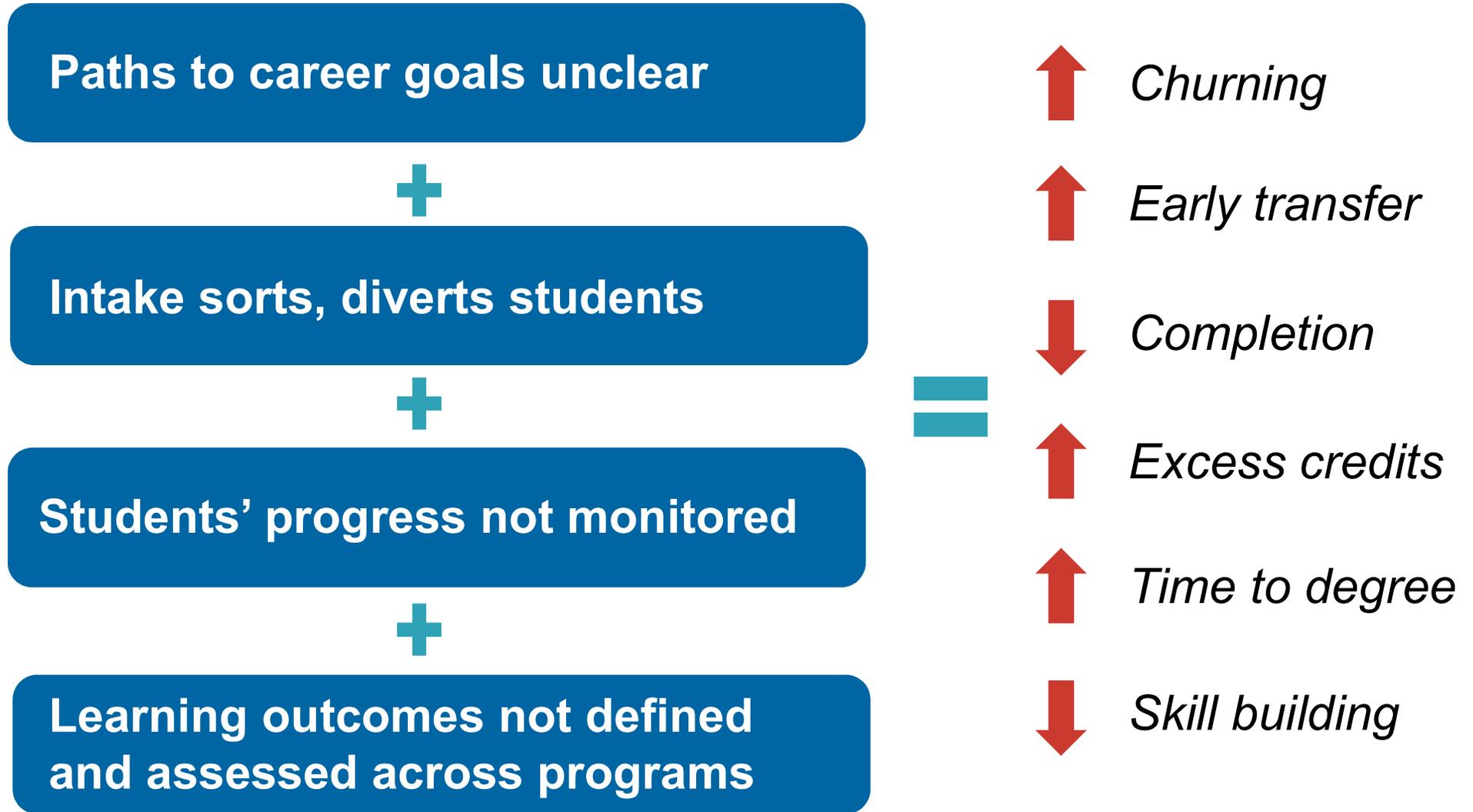
Thomas R. Bailey

Shanna Smith Jaggars

Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS

Cafeteria College



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

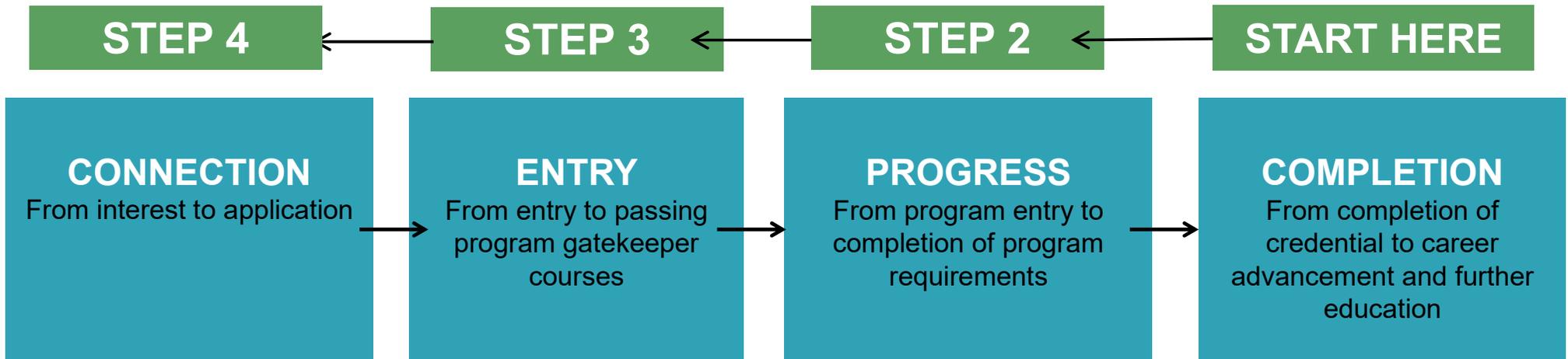


Time to degree



Skill building

Start with the End in Mind



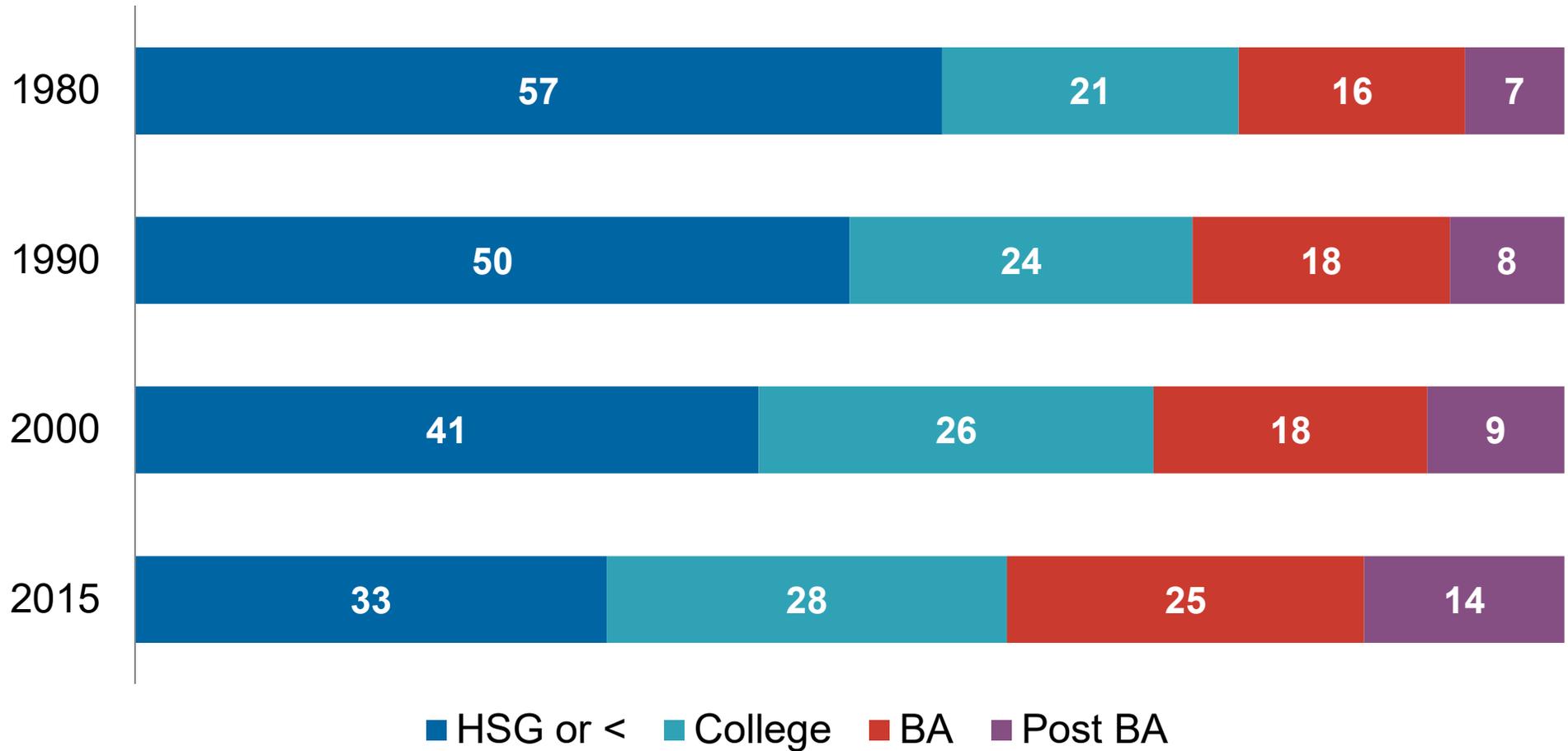
- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

- 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

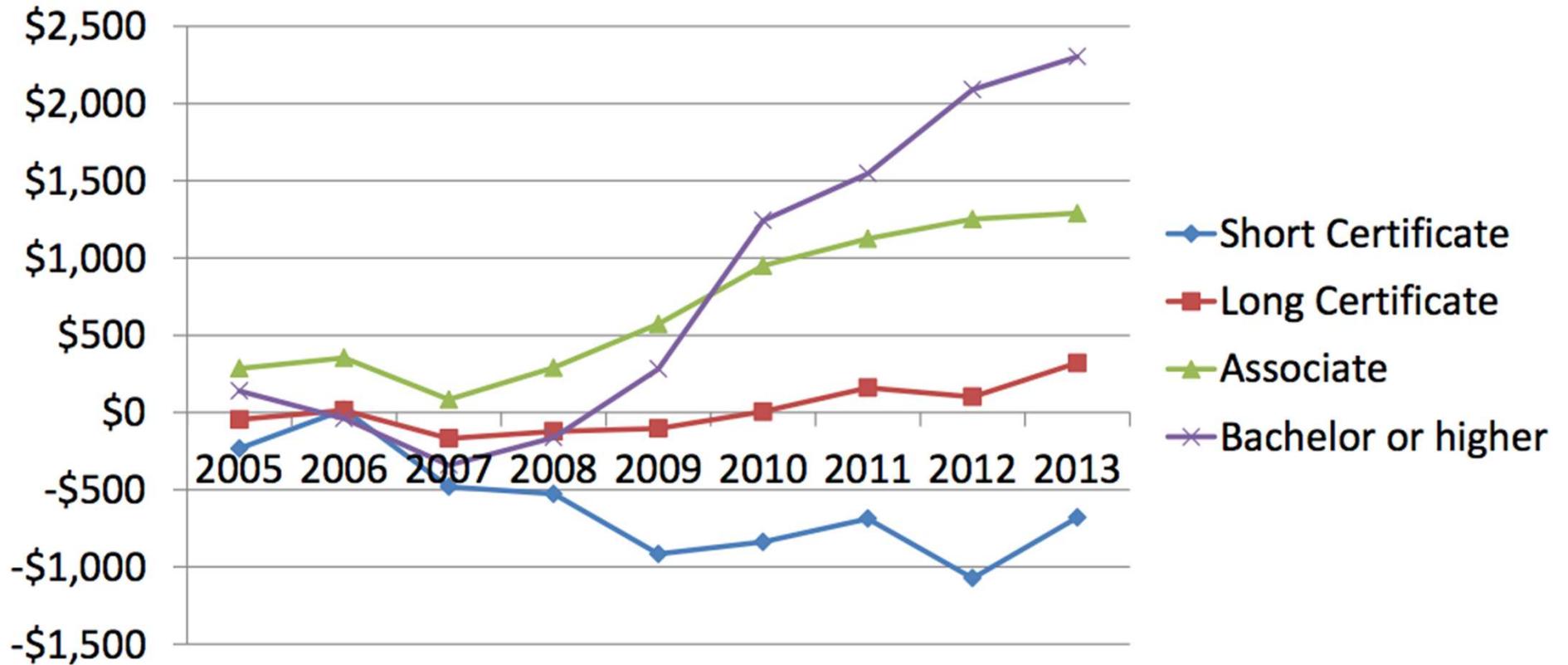
- Align program outcomes with requirements for success in career-path employment and further education

Fact: Workforce is increasingly educated



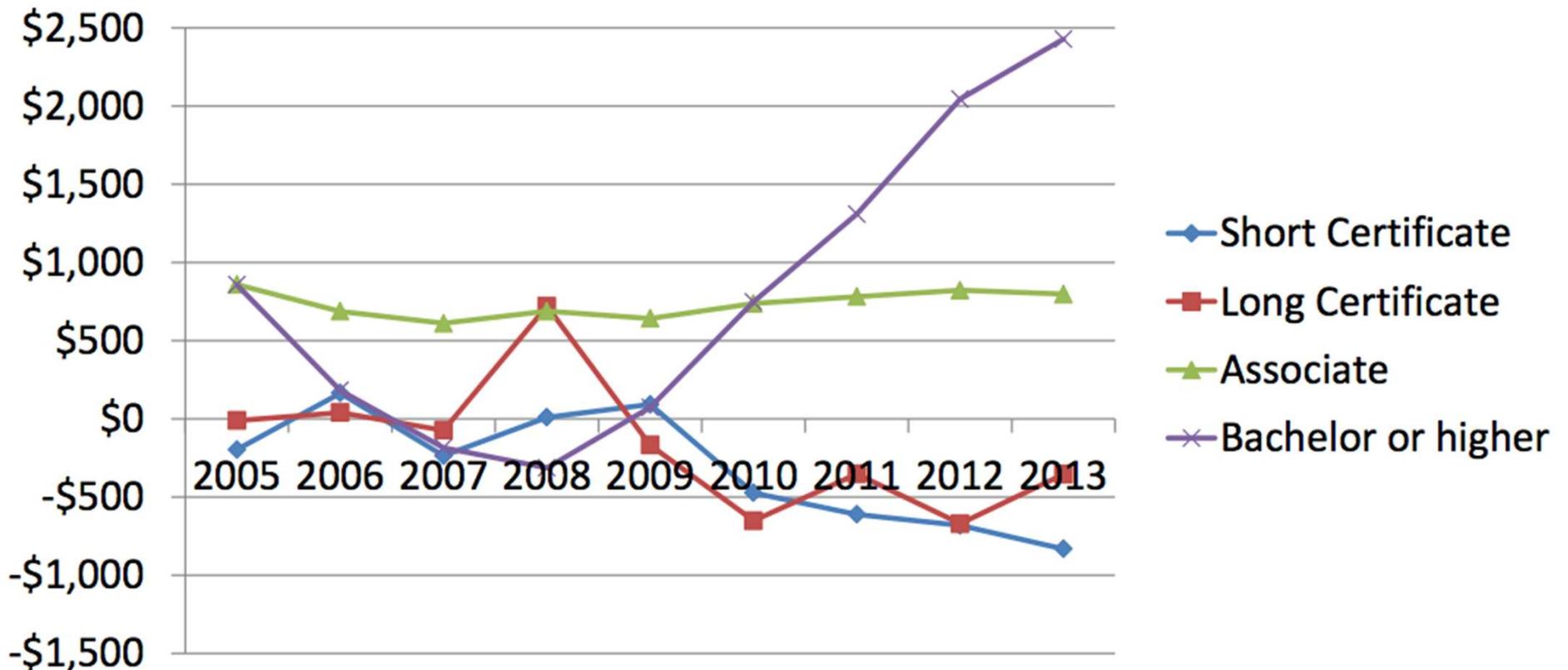
Net Returns Over Time – Female

(2004 VCCS Cohort; quarterly wage earnings 2005 – 2013)

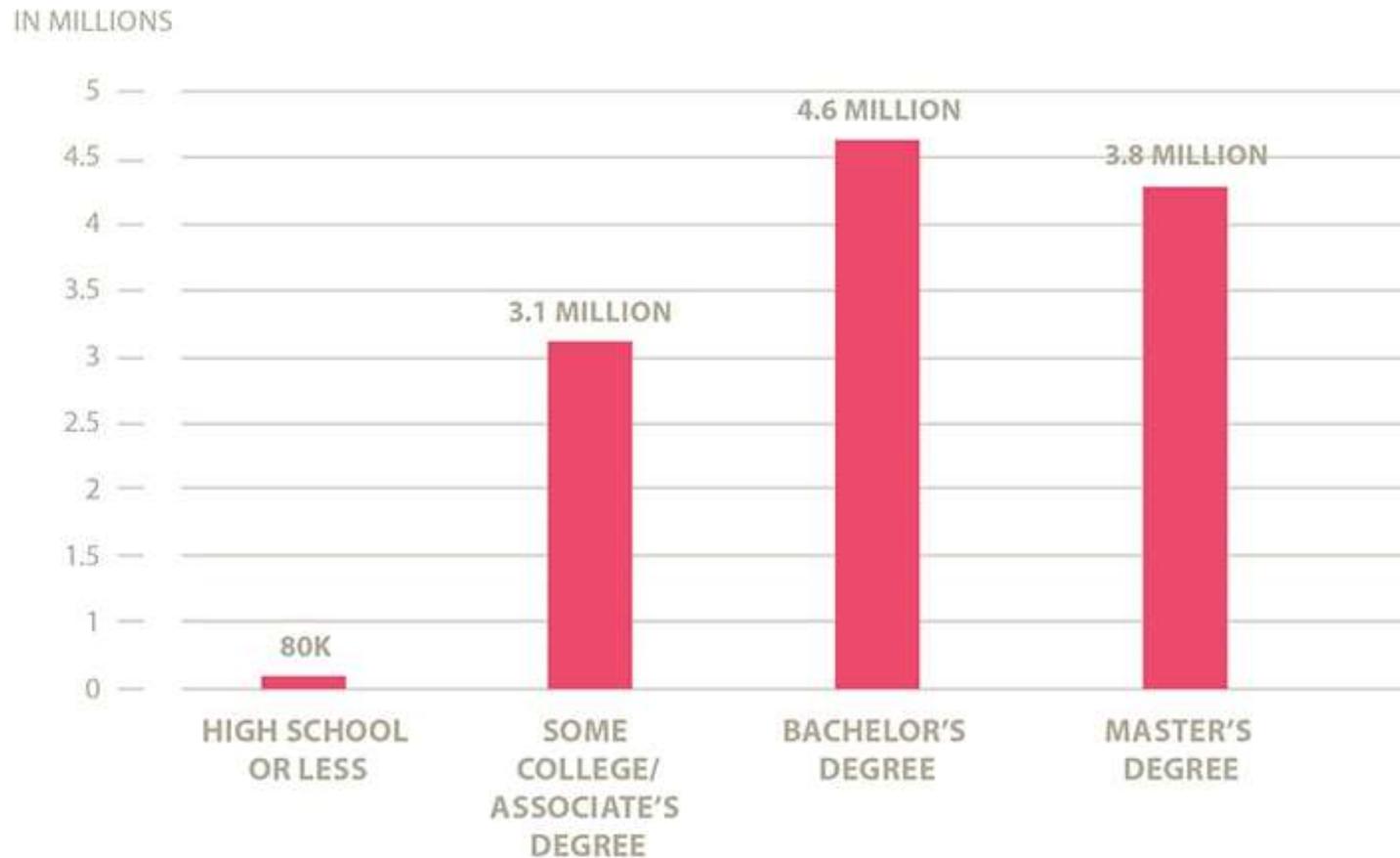


Net Returns Over Time – Male

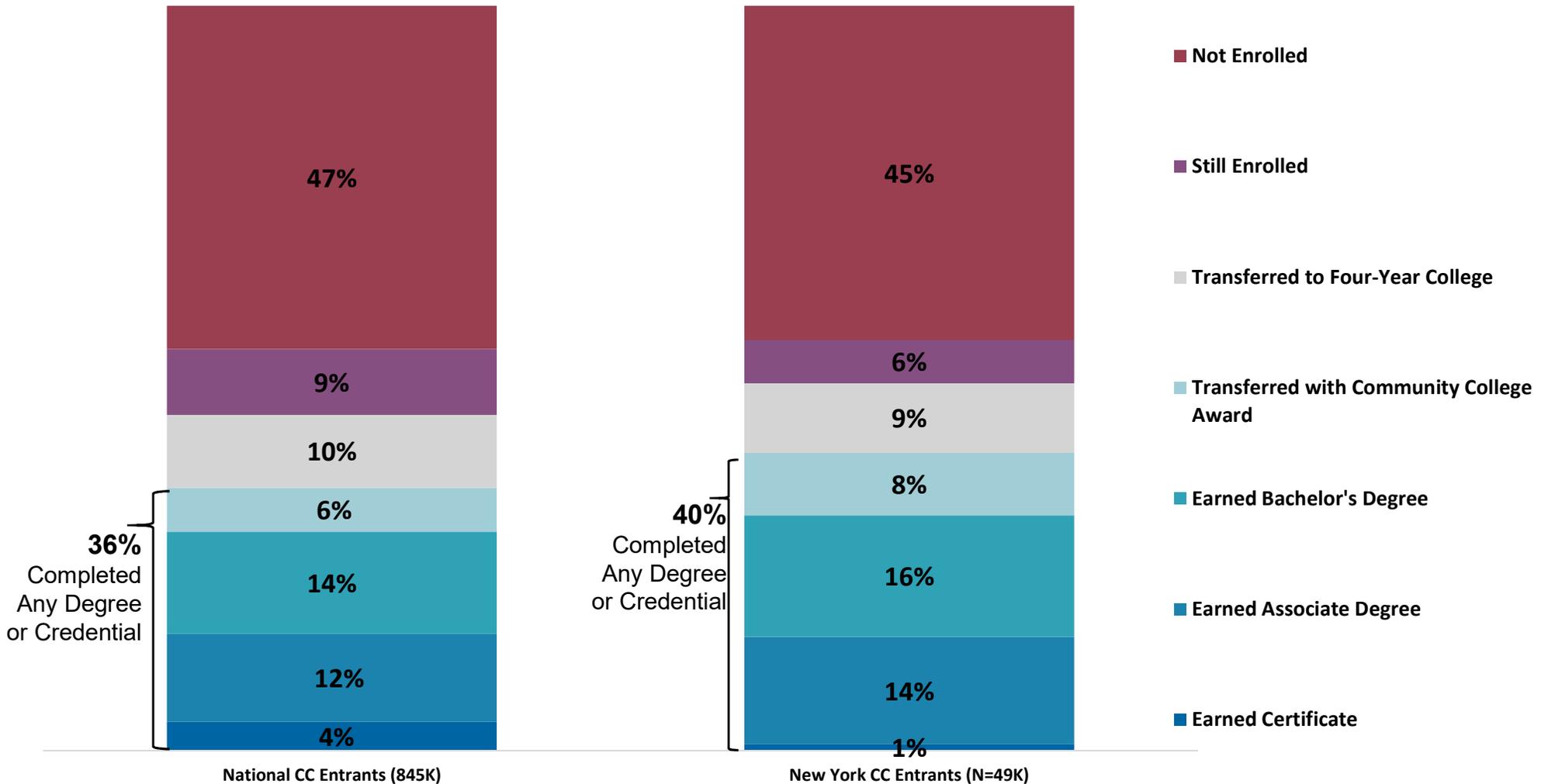
(2004 VCCS Cohort; quarterly wage earnings 2005 – 2013)



New Jobs Created by Education Level: January 2010 – January 2016

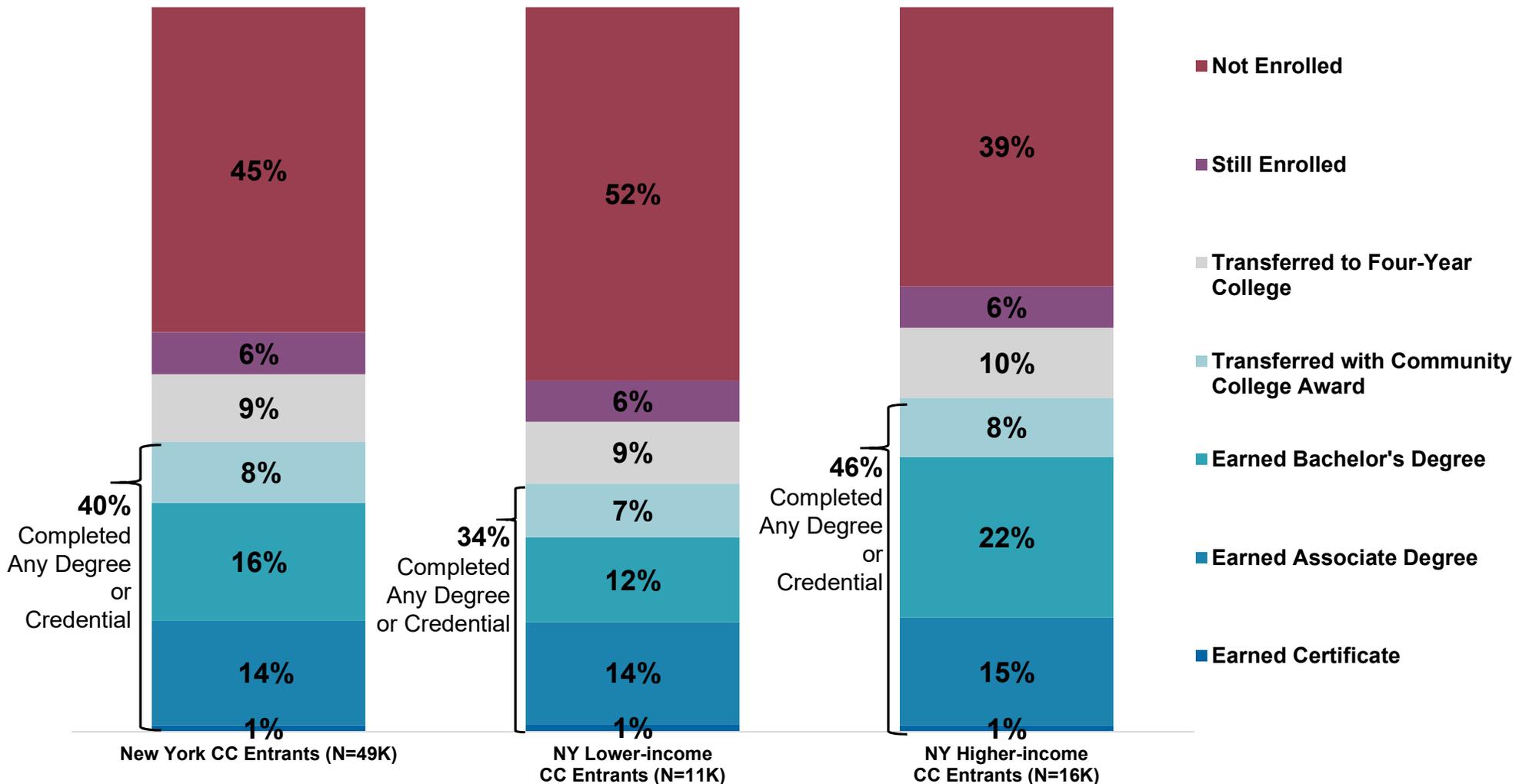


Highest Outcomes in Six Years Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



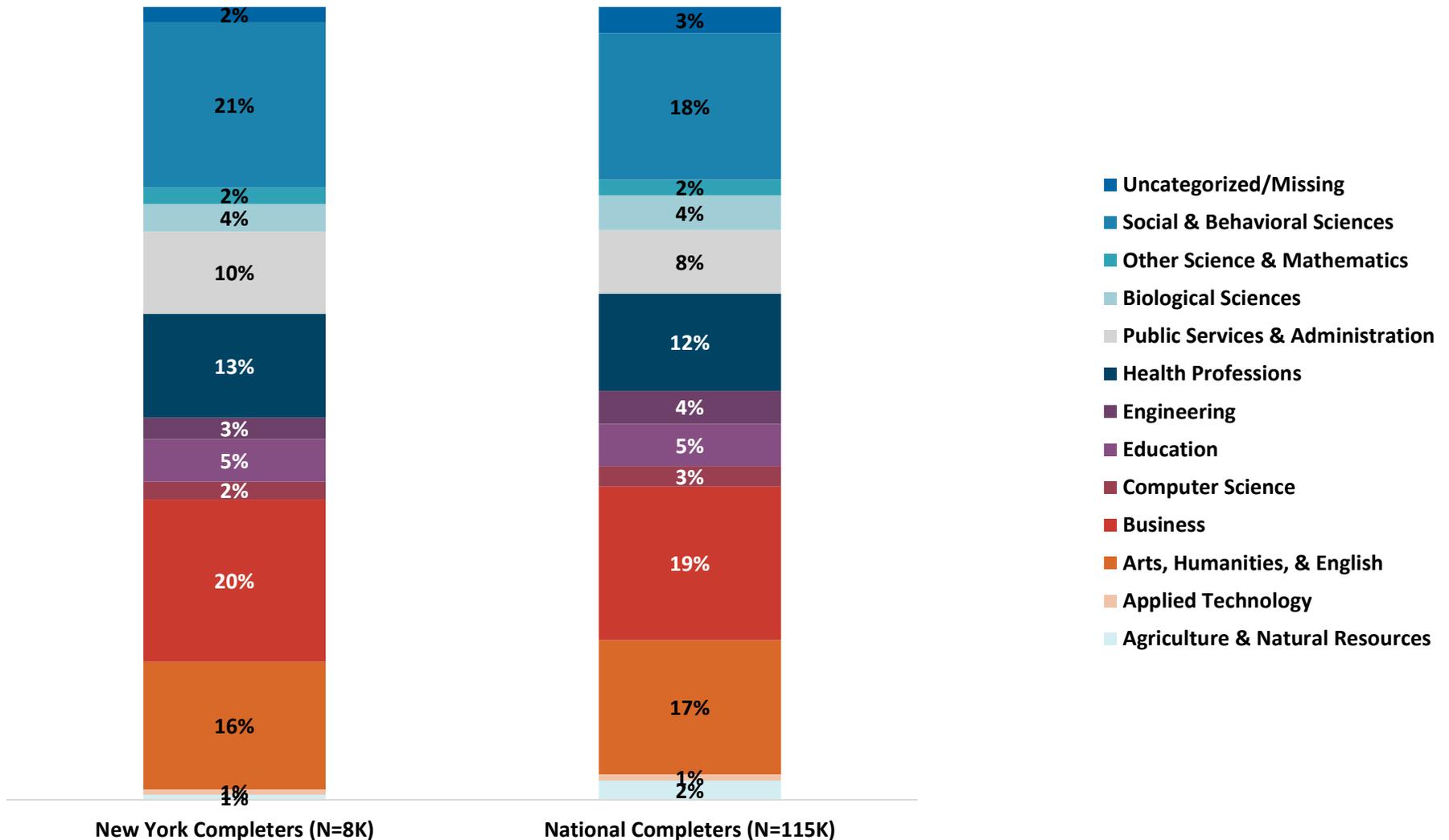
Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

New York: Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



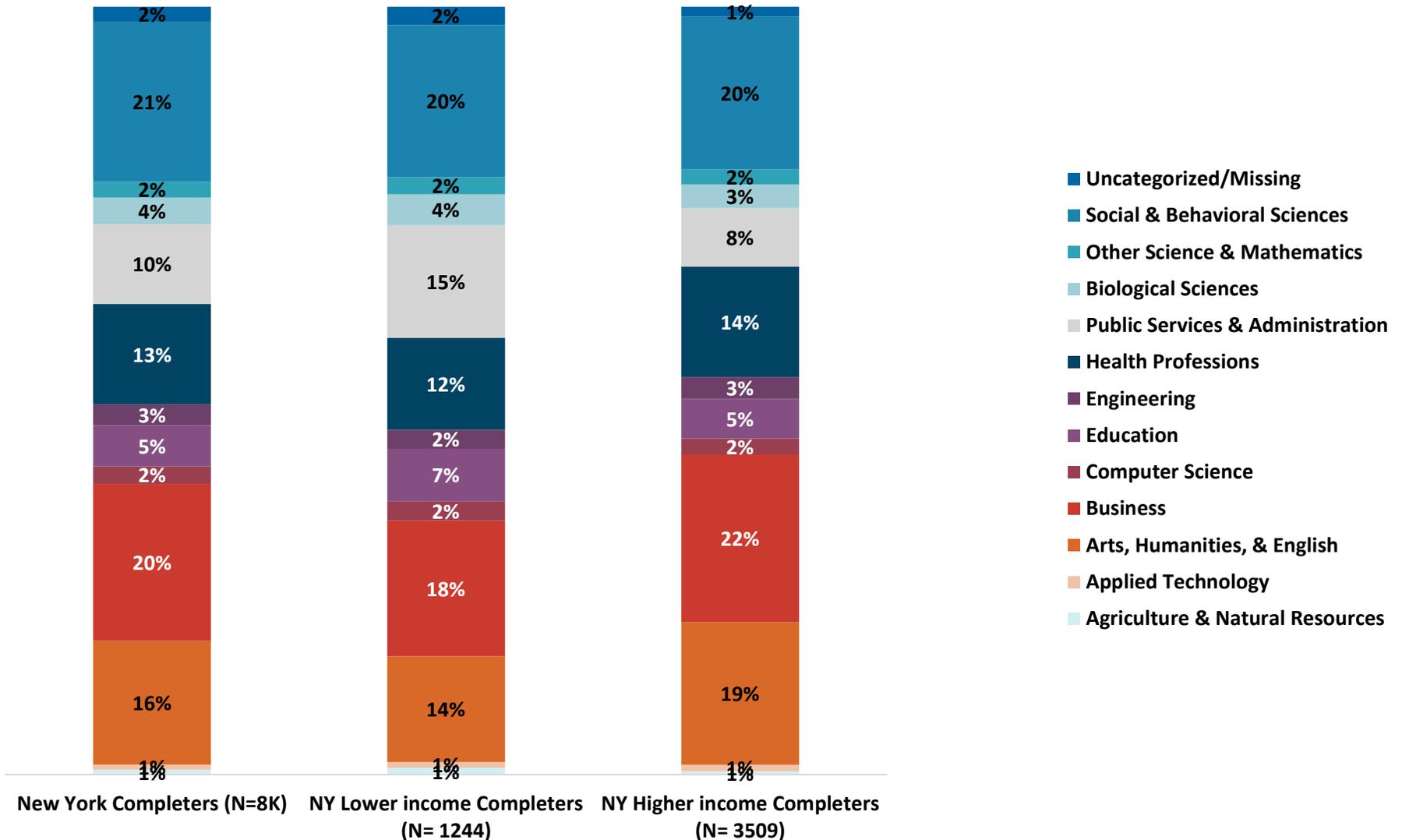
Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

Bachelor's Degree Completer Program Areas Among Community College Entrants (Fall 2010 FTEIC Cohort)



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)



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Implementing Pathways

Early Insights from Colleges

April 2017

CCRC COMMUNITY RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

THE
TWO

Laying the

In 2015, with support from the Association of Community College Trustees (ACCT), the Community College Research Center (CCRC) led a study of the “guided pathways” required by the State System of Higher Education (SSHE). Through the SSHE, the study provided coaching and support to colleges that were submitted to the SSHE.

In summer 2016, the Community College Research Center (CCRC), led by David J. Behr, helped colleges implement and evaluate their efforts and for the study of guided pathways reform. The study identified multiple improvements in college performance.

CCRC’s 2015 book *Guided Pathways: A National Study of Community College Reform* (Bailey, Jaggars, & Kurland) examined nationally. As part of the study, we conducted applied research to understand reforms, how the reforms are being implemented, and how colleges are experiencing the reforms.

This research was conducted with the support of the National Science Foundation, the U.S. Department of Education, for their guidance and support. We thank our partners in the study: the Ohio State University, the Ohio State University, Armijo, Maggie Fay, Ph.D., and the Ohio Association of Community Colleges. Doug Slater of CCRC also provided support.

CCRC RESEARCH BRIEF

Number 66 | June 2017

What Do Students Think of Guided Pathways?

By John Fink

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.¹

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.² 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—yet 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.

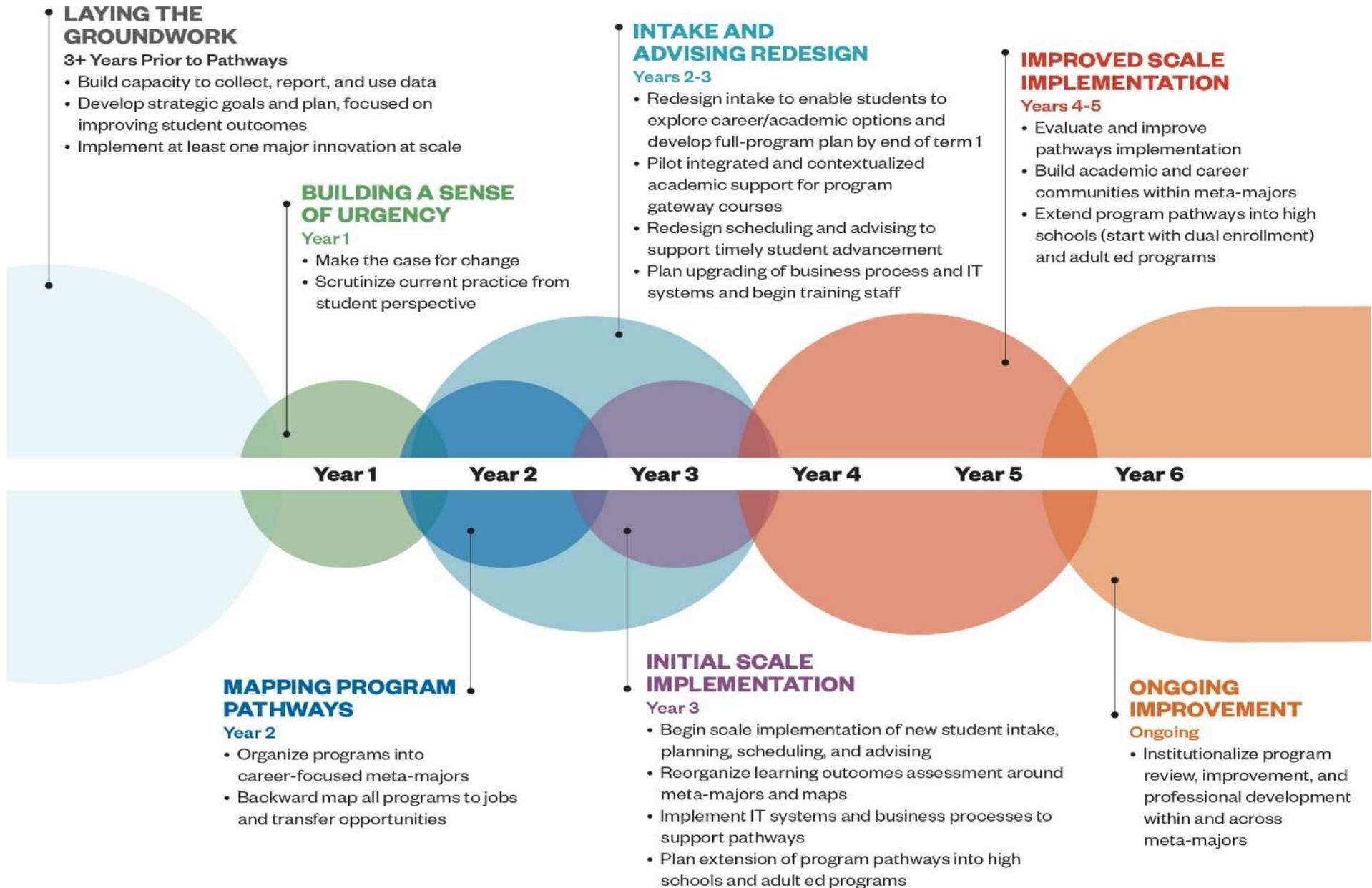
One of the first major undertakings carried out by any college implementing guided pathways is clarifying academic program pathways through the creation of default “maps” for each program of study. Alongside information about career and transfer options for students who follow each pathway, these program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

Most students were enthusiastic about program maps and educational planning, but a few students had negative reactions to these same elements of the reform.

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



Early Momentum Matters

CCRC RESEARCH BRIEF

Number 65 | February 2017

Early Momentum Metrics: Why They Matter for College Improvement

By Davis 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 reforms 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](#)

Accounting, Associate of Applied Business

Alternative Energy Technology - Solar Technology Major, 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:	3
BADM 251 PRINCIPLES OF MANAGEMENT ⁵	
MKRG 251 PRINCIPLES OF MARKETING ³	
Science with Lab Elective ⁶	4
Electives	2-3
Hours	16-17
Total Hours	60-61

- 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/transfers 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

ACTG 161	PAYROLL ACCOUNTING	3
ACTG 253	FORENSIC ACCOUNTING	3
ACTG 287	WORK-BASED LEARNING I - ACTG	1-3
BADM 211	BUSINESS COMMUNICATIONS	3
CISS 212	SPREADSHEET APPLICATIONS	3

(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.

The Ohio State University

The University of Akron Bachelor's Degree Programs

The University of Toledo Bachelor's Degree Programs

University of Cincinnati Degree Programs

Western Governors University Bachelor's Degree Programs

Youngstown State University Bachelor's Degree Programs

Youngstown State University Master's Degree Programs

Class Schedule

Contact the UP

Frequently Asked Questions

University Partnership Scholarship Opportunities ▾

UPComing Events

What We're UP to

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.

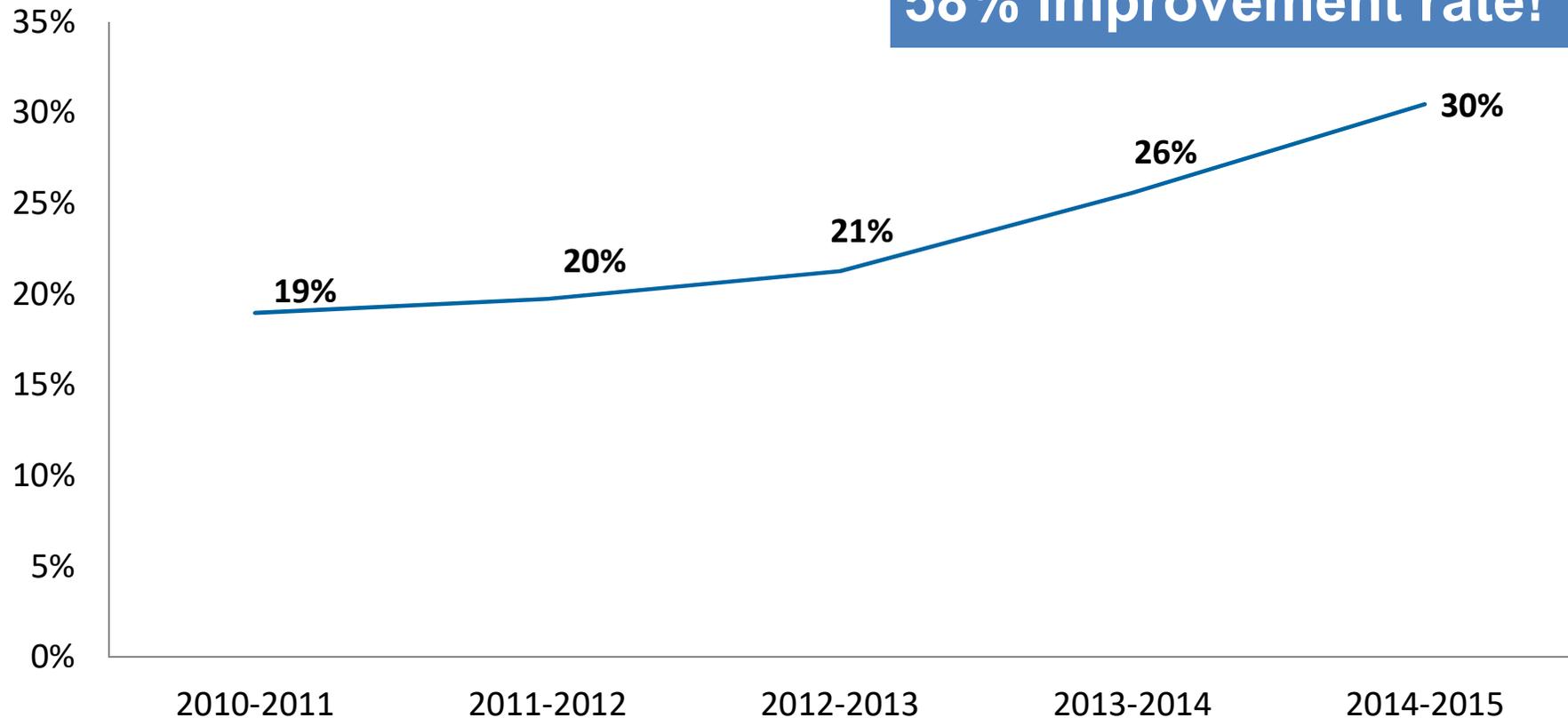
Students majoring in Integrated Environmental Studies proceed through three key Integrative courses beginning with our introductory course (INTD 22500: Humans and the Environment) and ending with our capstone course (EVST 48000: Senior Seminar); take a series of required courses from an array of disciplines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

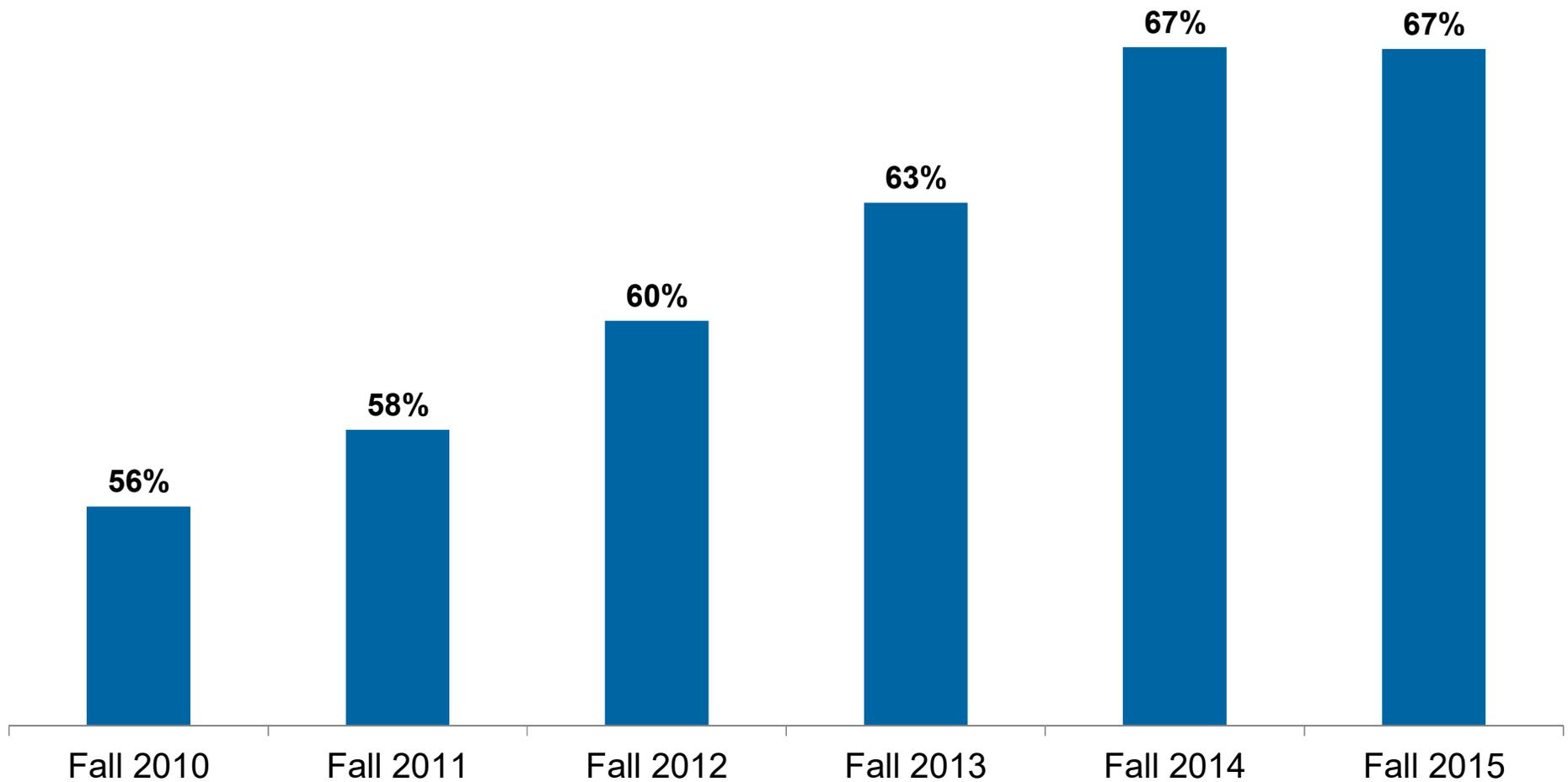
58% improvement rate!



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

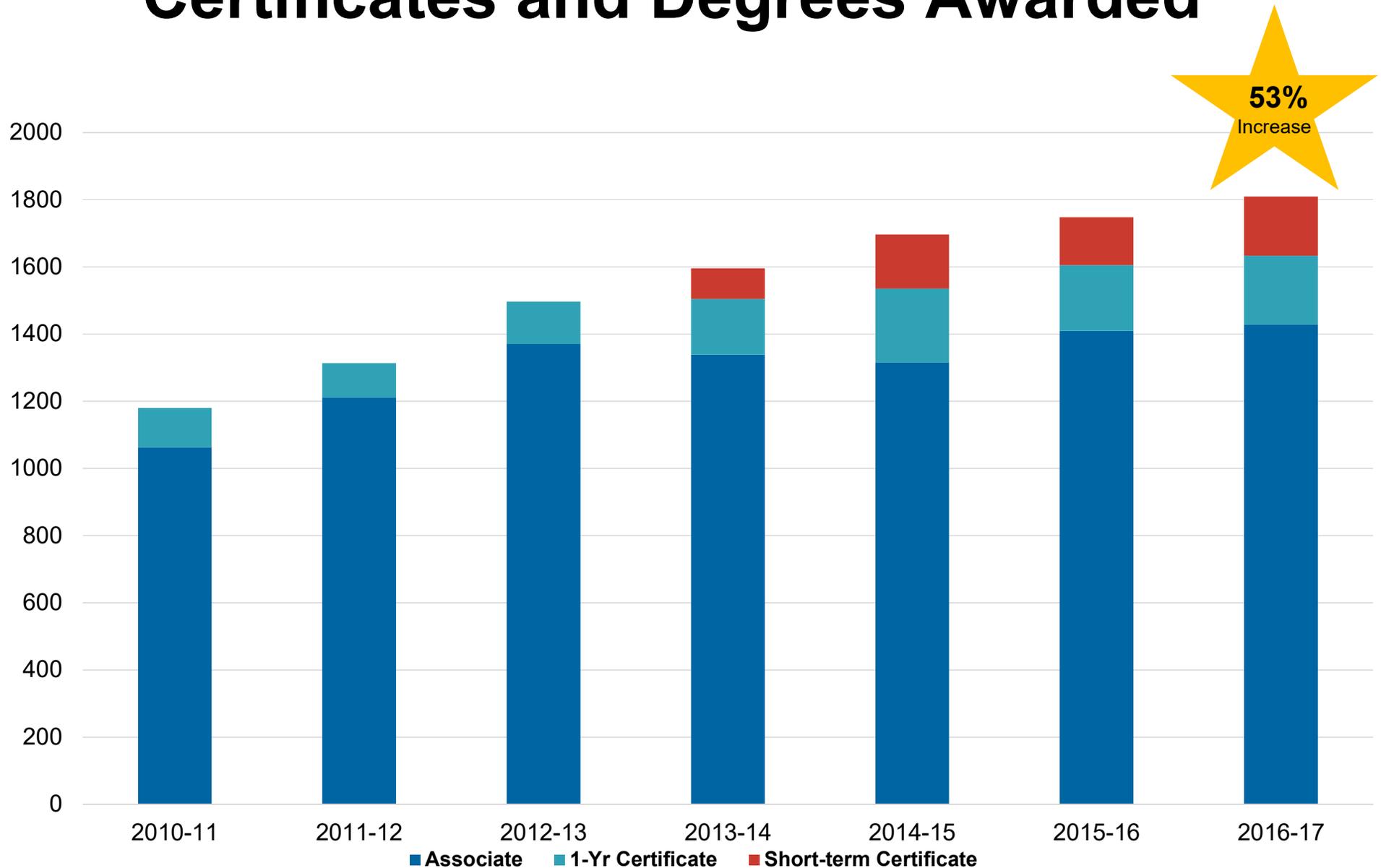


IPEDES Year 1 to Year 2 Retention



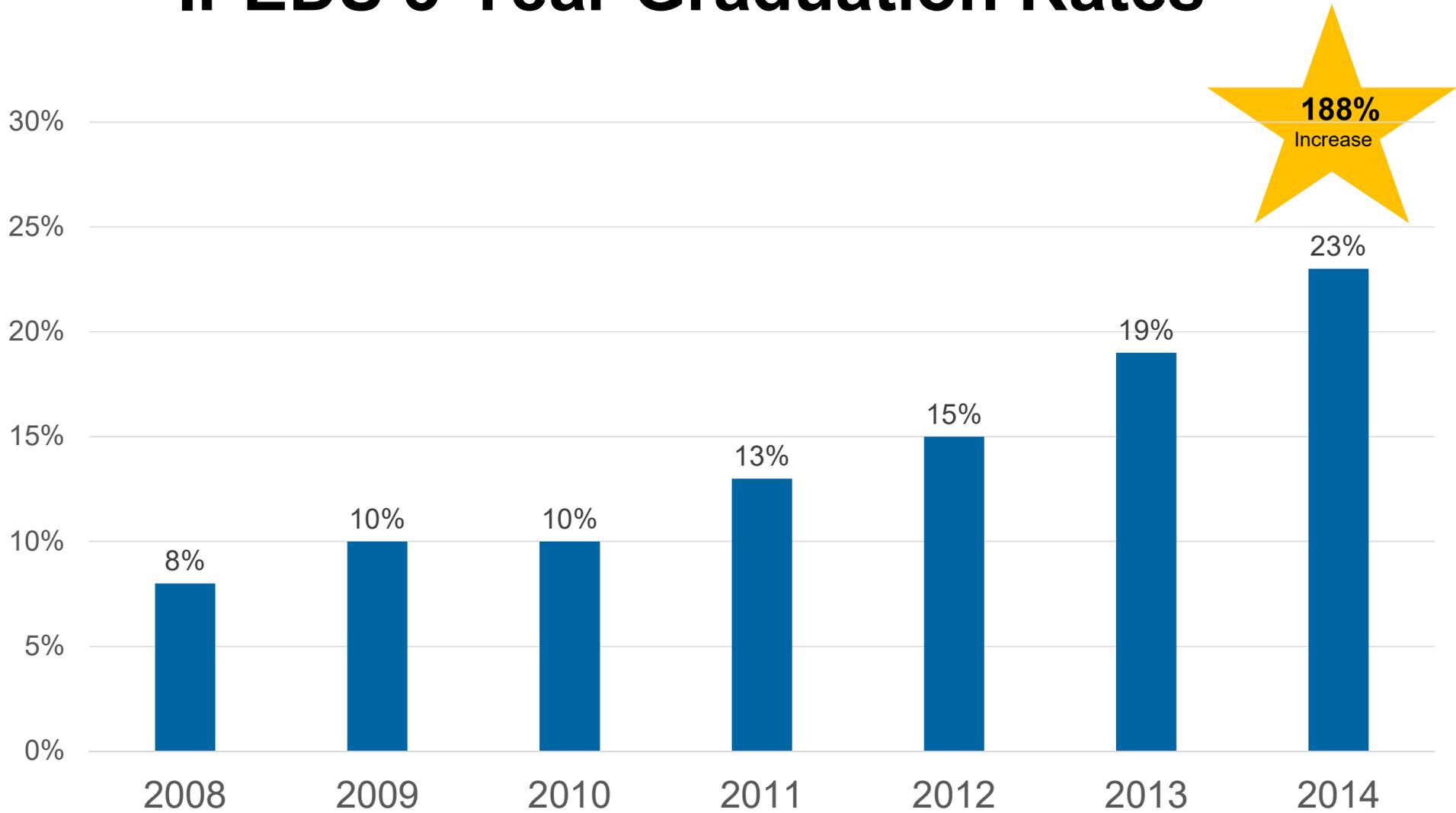


Certificates and Degrees Awarded



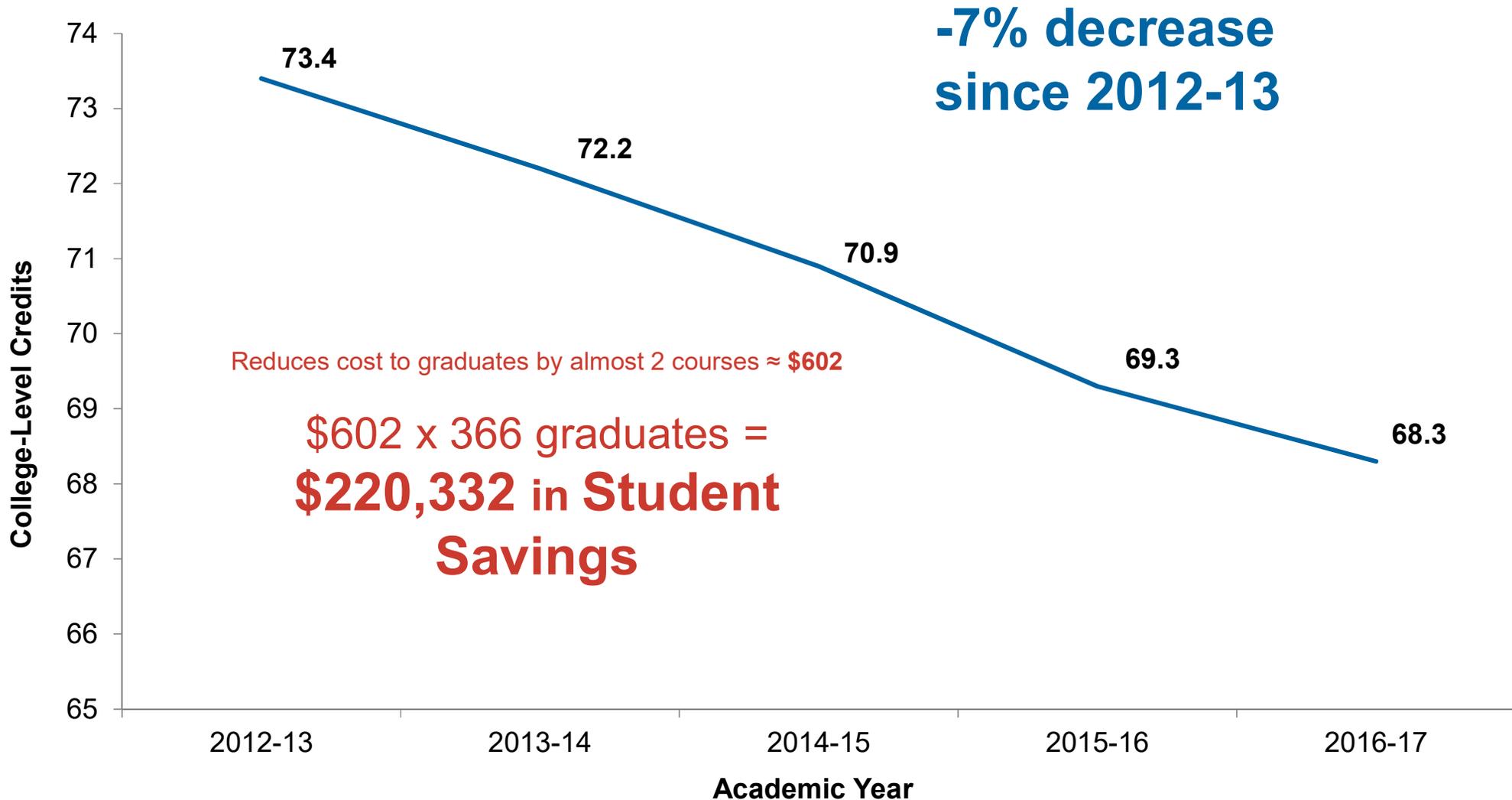


IPEDS 3-Year Graduation Rates





First Associate degree completers within 4 years with 15 or fewer transfer-in credits





Student Success Return on Investment

Fall full-time student retention	2011: 56%	2016: 67%
370 more full-time students retained		
Each full-time student retained to year two \approx	\$4,900 in tuition and subsidy	
Over \$1.8 million gained from student success efforts since 2011		

Save on the cost of a BA!



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

** 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)

[Academic Calendar](#)
[Course Schedule Planner](#)
[All Programs A-Z](#)
[Academic Divisions](#)
[Online Programs](#)
[International Education](#)
[K-12 Student Programs](#)
[Lifelong Learning](#)
[Workforce Development](#)
[Honors Program](#)

CAREER COMMUNITIES

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

[Course Catalog](#)**College Events** [See All →](#)

-  Sinclair Talks - Diversity Dialogues: Women and Islam - A Closer Look
 Chinese New Year Celebration
 Sinclair Talks - Career Exploration: Alternative Spring Break options as Service Learning
 12-Week Session Begins
 Sinclair Talks - Career Exploration: The Many Benefits of Learning a

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 (LASS)
- Public Safety & Justice
- Science, Technology, Engineering & Math (STEM)

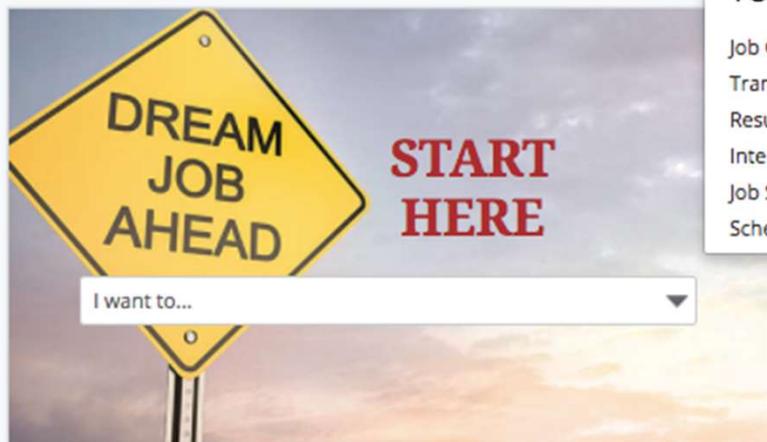
Browse Programs by Career Community

-  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 place! The Career Connection is your gateway to career resources at S

- 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



Use the Career Connection to...



EXPLORE
 Career Fields and Options
 View 



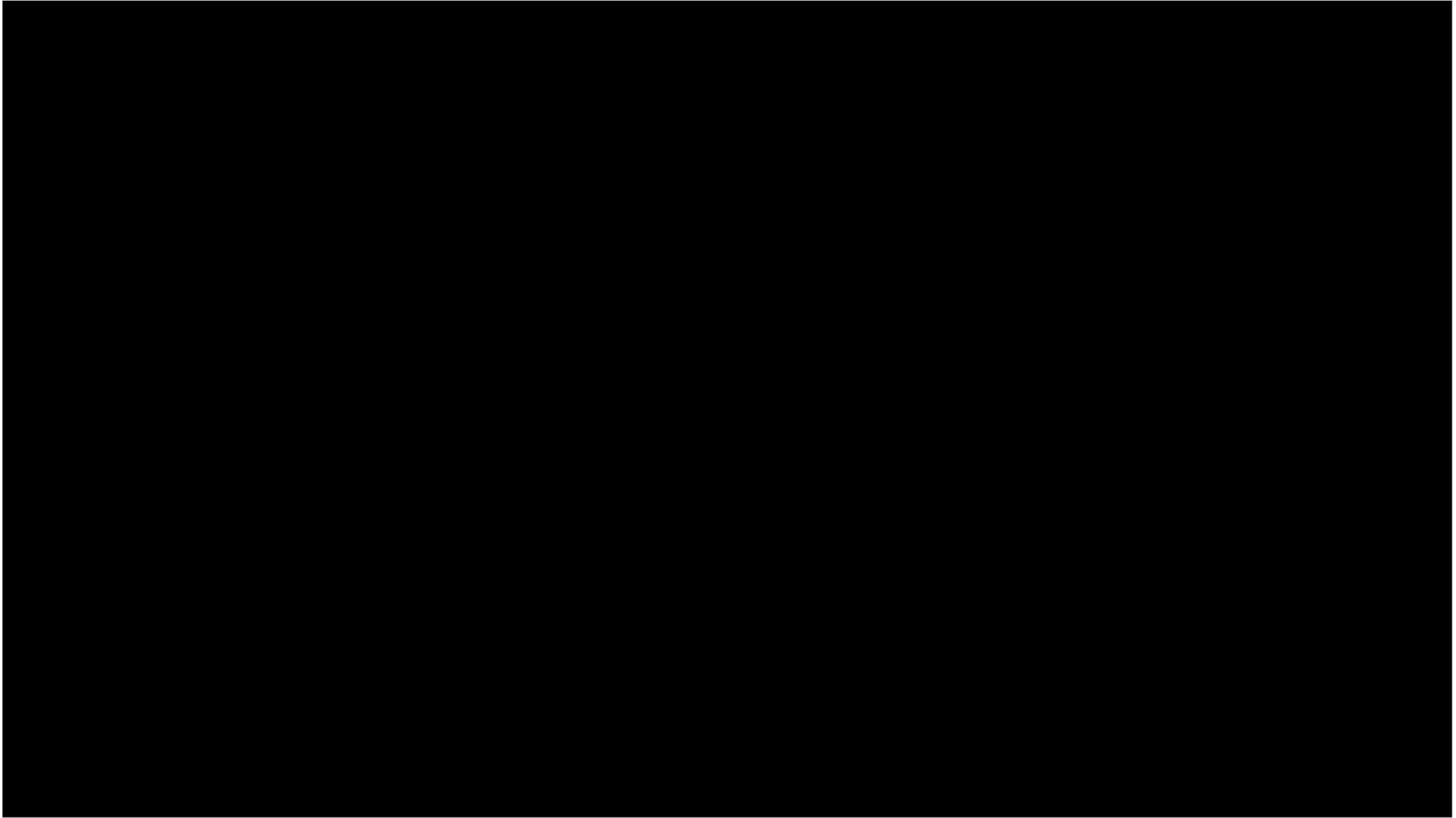
PLAN
 My Academic and Career Pathway
 View 



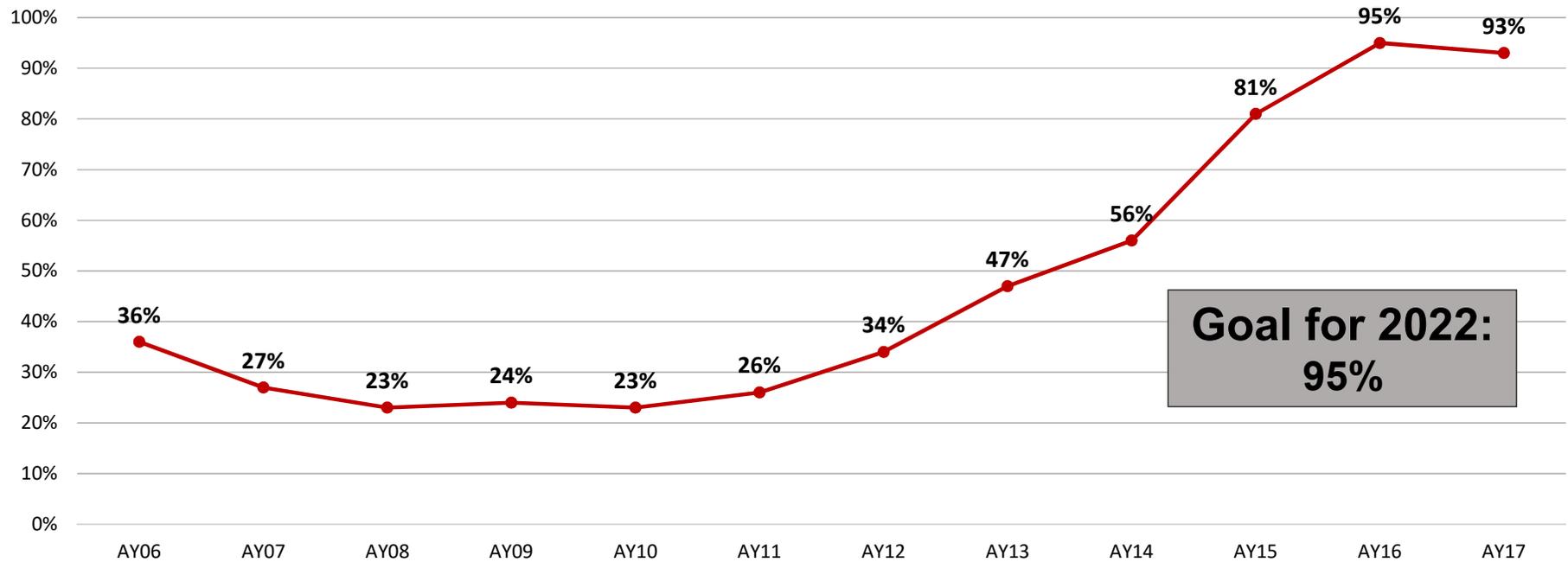
GAIN
 Experience with an Internship or Other Options
 View 



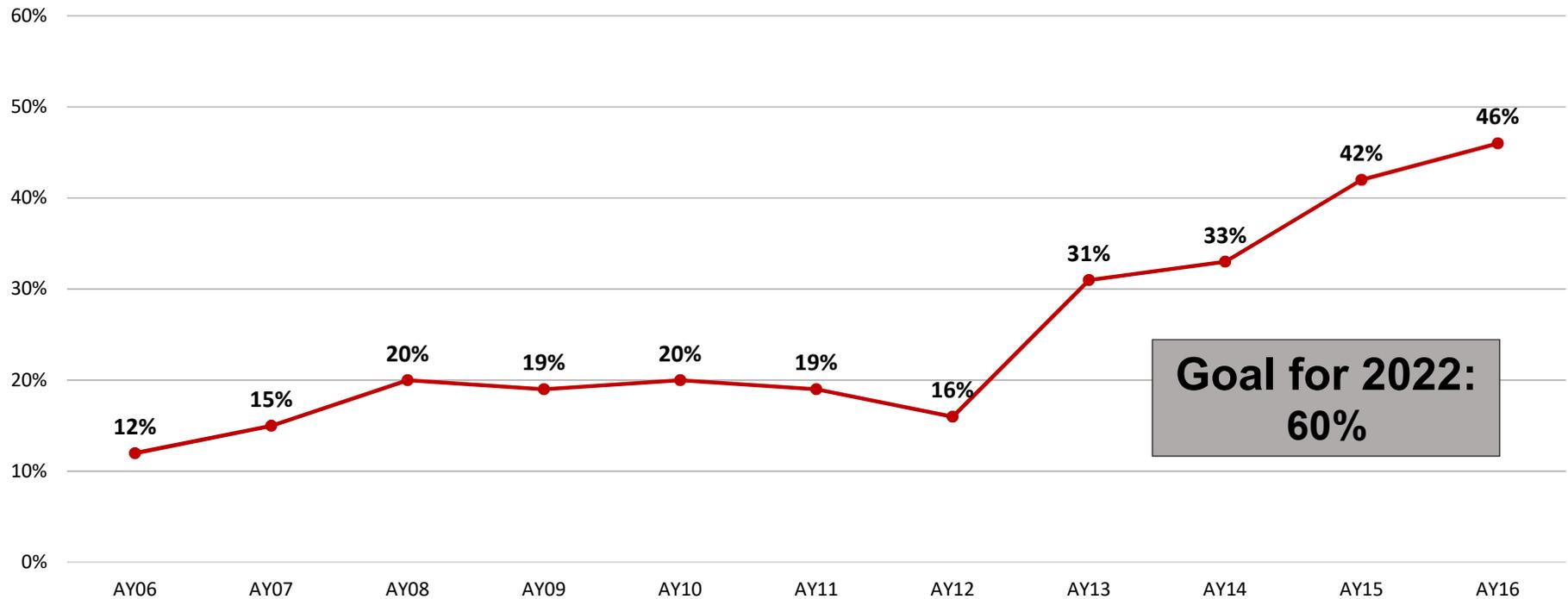
FINISH
 and Get a Job or Transfer to a 4-year College
 View 



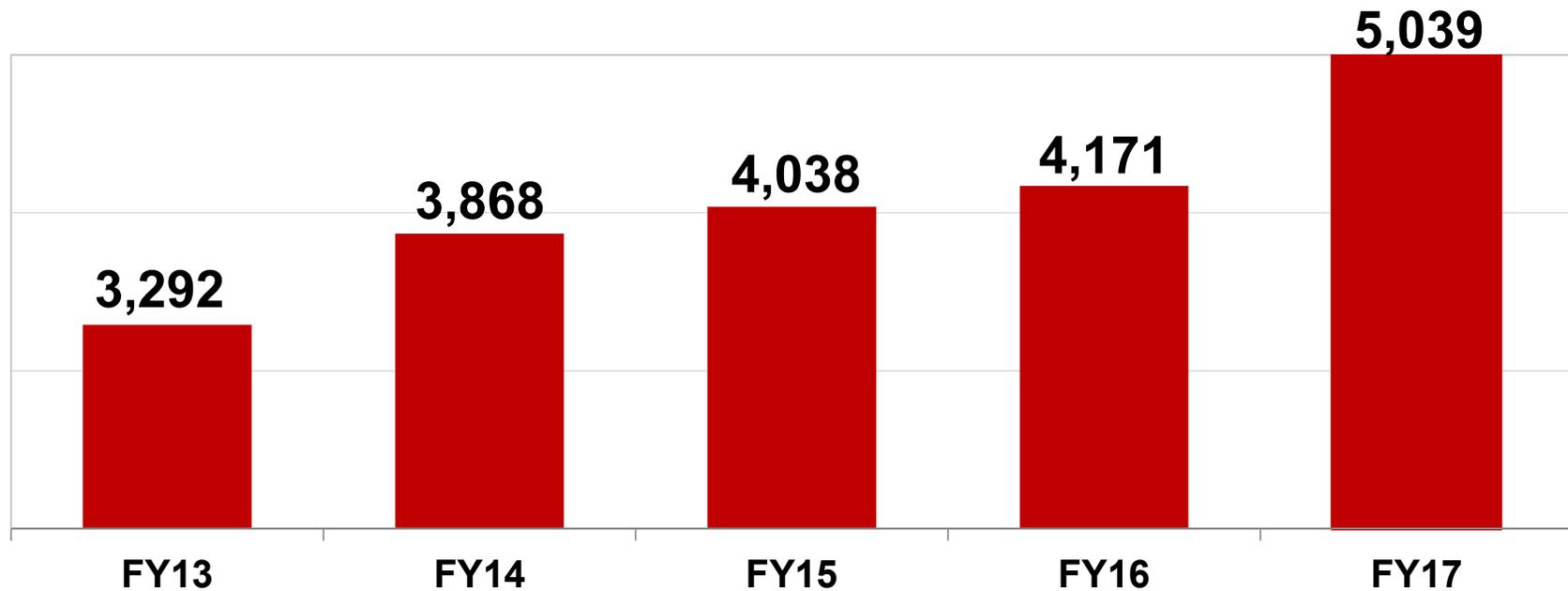
New Students Who Met with an Advisor



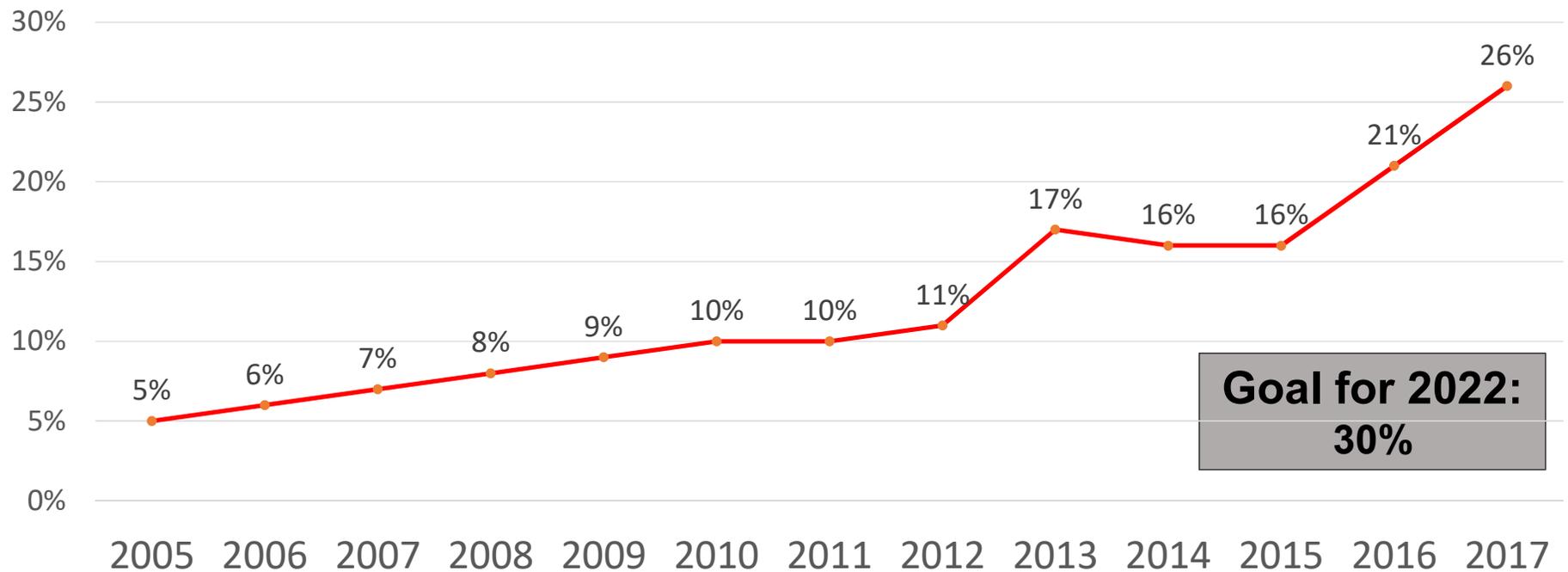
Students Completing Nine Credit Hours in their Program



Degrees and Certificates Earned



IPEDS Graduation Rate*



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

Early Evidence

Indian River State College (FL)

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,

Guided Pathway Programs

Guided Pathway Programs

Search by Interest — Choose Your Meta Major

Associate in Arts Degree

Computer Information Technology

Are you ready for a well-paying career in a rapidly growing worldwide industry? You'll focus on the latest advances in network security and web development, IT support and related fields. You'll study computer programming and develop web programming skills to design and maintain websites using Dynamic HTML, XML and scripting languages.

Continue with a Bachelor's Degree in IT Management and Cyber Security to gain advanced skills in building, operating and maintaining computer networks and ensuring the safety and security of the data moving through these networks. You will be ready to manage the technology and people associated with IT operations.

- **A.A. Degree** — Complete your first two years of college at IRSC, and you're guaranteed the right to transfer as a junior to a Bachelor's program at a Florida state university — or continue to a Bachelor's degree at IRSC.
- **A.S. Degree** — Gain management and technical skills in many high-demand career fields, with the option to continue toward a Bachelor's degree at IRSC.
- **Technical Certificates** — Earn valuable Technical Certificates at the same time you're completing an A.S. Degree — get double the value and additional credentials by completing these blocks of courses.
- **Bachelor's Degree** — Increase your earning power and build on your Associate Degree with more than twenty 2+2 Bachelor's Degree options at IRSC.

GUIDED PATHWAYS (Full-Time Students):

- Computer and Information Sciences — AA
- Computer Engineering — AA
- Information Technology Management and Cyber Security — AA
- Computer Information Technology — AS
- Technical Certificates (Earn while completing your AS Degree):
 - Cisco Certified Network Associate
 - Computer Programming Specialist
 - Information Technology Support Specialist
 - Office Specialist
 - Web Production
- Information Technology Management and Cyber Security — BS

GUIDED PATHWAYS (Part-Time Students):

- Computer and Information Sciences — AA
- Computer Engineering — AA
- Information Technology Management and Cyber Security — AA
- Computer Information Technology — AS
- Technical Certificates (Earn while completing your AS Degree)
- Information Technology Management and Cyber Security — BS

For course descriptions, view the college catalog.



INDIAN RIVER STATE COLLEGE

PROGRAM AA - Information Technology Management & Cybersecurity Track

Meta Major: Science, Technology, Engineering, and Mathematics

2016-2017 Guided Pathway

11510 Credit Hours 74

First Semester

Course Number	Title	Credit Hours	Prerequisite
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INDIAN RIVER STATE COLLEGE

PROGRAM AA - Information Technology Management & Cybersecurity Track

Meta Major: Science, Technology, Engineering, and Mathematics

2016-2017 Guided Pathway

11510 Credit Hours 74

Third Semester

Course Number	Title	Credit Hours	Prerequisite
PHI2100	Introduction to Logic	3	
Foreign Language I*	Foreign Language - Level I	4	
STA2023	Elementary Statistics I	3	MAT1033 ("C" or higher) or higher
CTS1334	Windows Server	3	
AST1002	General Astronomy	3	
Total Semester Credit Hours		16	

Fourth Semester

Course Number	Title	Credit Hours	Prerequisite
PSC1121	Survey of Physical Science	3	
PHI1010	Introduction to Philosophy	3	
ECO2023	Principles of Economics Micro	3	
AMH2020	American History: Reconstruction to the Present	3	
Foreign Language II*	Foreign Language - Level II	4	
Total Semester Credit Hours		16	

*If student took 2 years of Foreign Language in High School, not required to take foreign language in college



Career Coach

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](#)

▼ Business Partners

This program is not associated with any businesses.

▼ 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...

▼ Program Info

Program:
Computer Information Technology

Career Coach

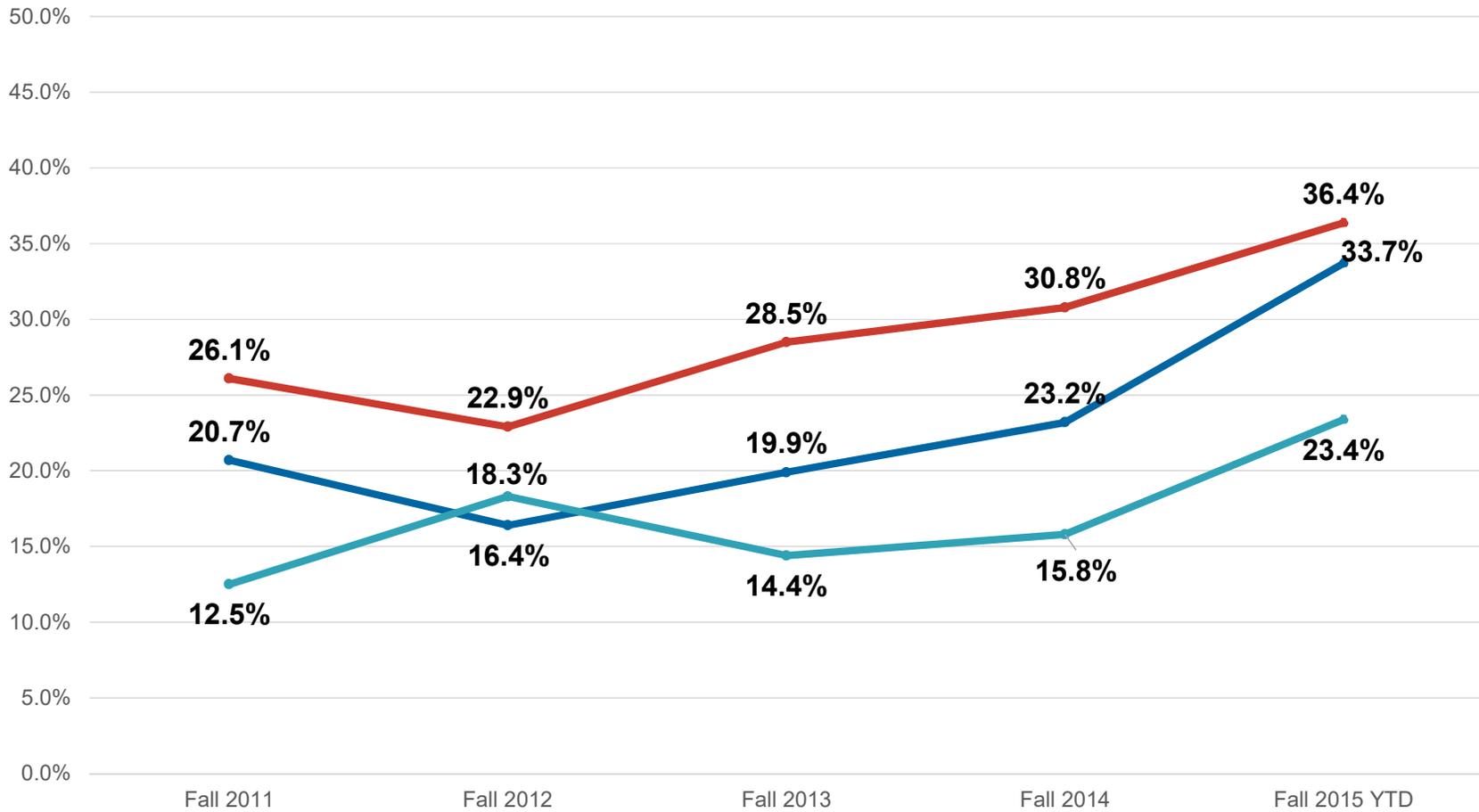
Sort by relevance
Sort alphabetically

Computer Information Tech



IRSC 100% Completion by Race

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



Data: 11/5/17

Hispanic Black White

Early Evidence

Cleveland State Community College (TN)

CAREER COMMUNITIES

Arts & Humanities >

Business >

Advanced Technologies >

Education >

Healthcare >

Social Sciences >

S.T.E.M. >

ACADEMICS

Career Communities >

Academic Advisors >

Cooperative Education >

Master Syllabi >

First Year Experience (FYE) >

Honors Program >

Mechatronics Institute >

Online Instruction >

Prior Learning Assessment >

Service-Learning >

Tennessee Valley Early College >

Tutoring and Learning Center (TLC) >

Tennessee Transfer Pathway >

Fall Semester

CHEM 2010 Organic Chemistry I 4

HIST 2110 American History I or
or HIST World Civilization I
1110 3

ARTH 2010 Survey of Art History I 3

PHYS 2120 Calculus Based Physics
II 4

SOCI 1010 Introduction to
Sociology 3

Spring Semester

CHEM Organic Chemistry II 4
2020

HIST 2120 American History II or
or HIST World Civilization II
1120 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.

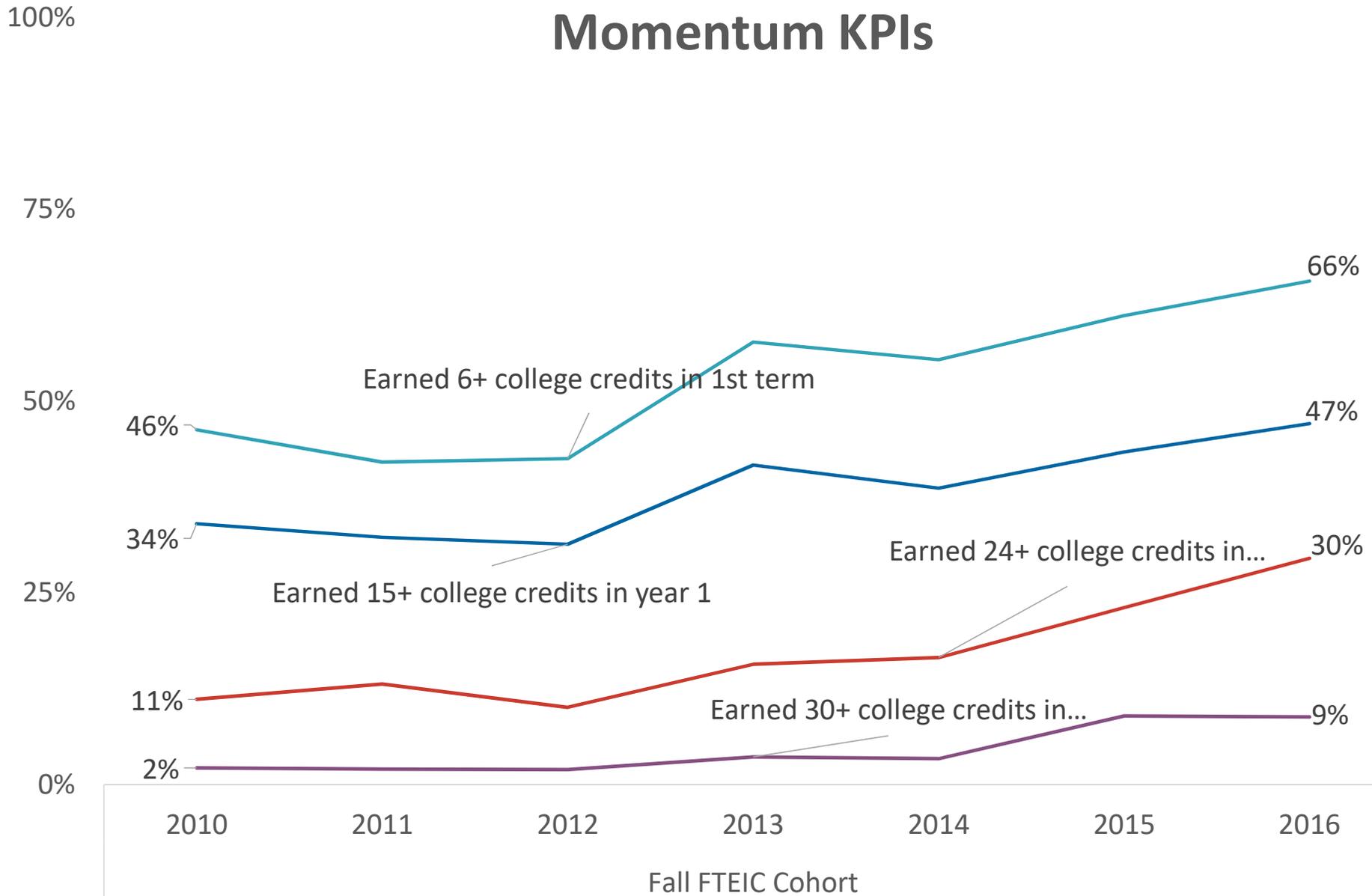
Work with your advisor to discuss Spring registration when contacted. Remember, advising is key to success!

Spring Milestones

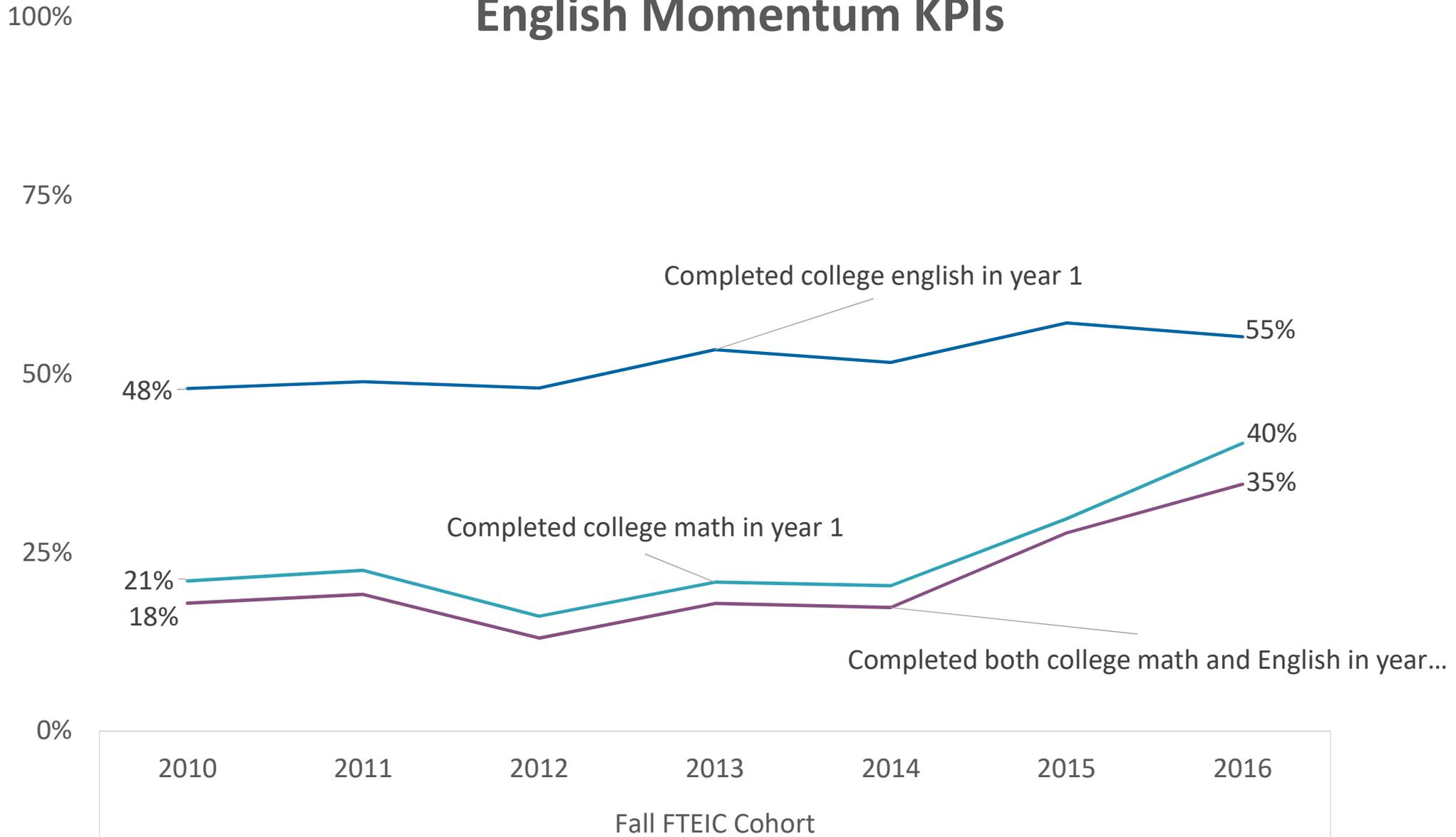
Congratulations! After you complete this semester's courses and maintain an overall 2.0 GPA, you will be a Cleveland State graduate. Apply to graduate by completing the online *Intent to Graduate* form under the Graduation Tab within Registration Tools & Forms on CougarNet. Complete program test and 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



Early Evidence

Tennessee Community Colleges (average trends for 13 colleges)

TBR Academic Foci

Health
Professions

Applied
Technology

Humanities

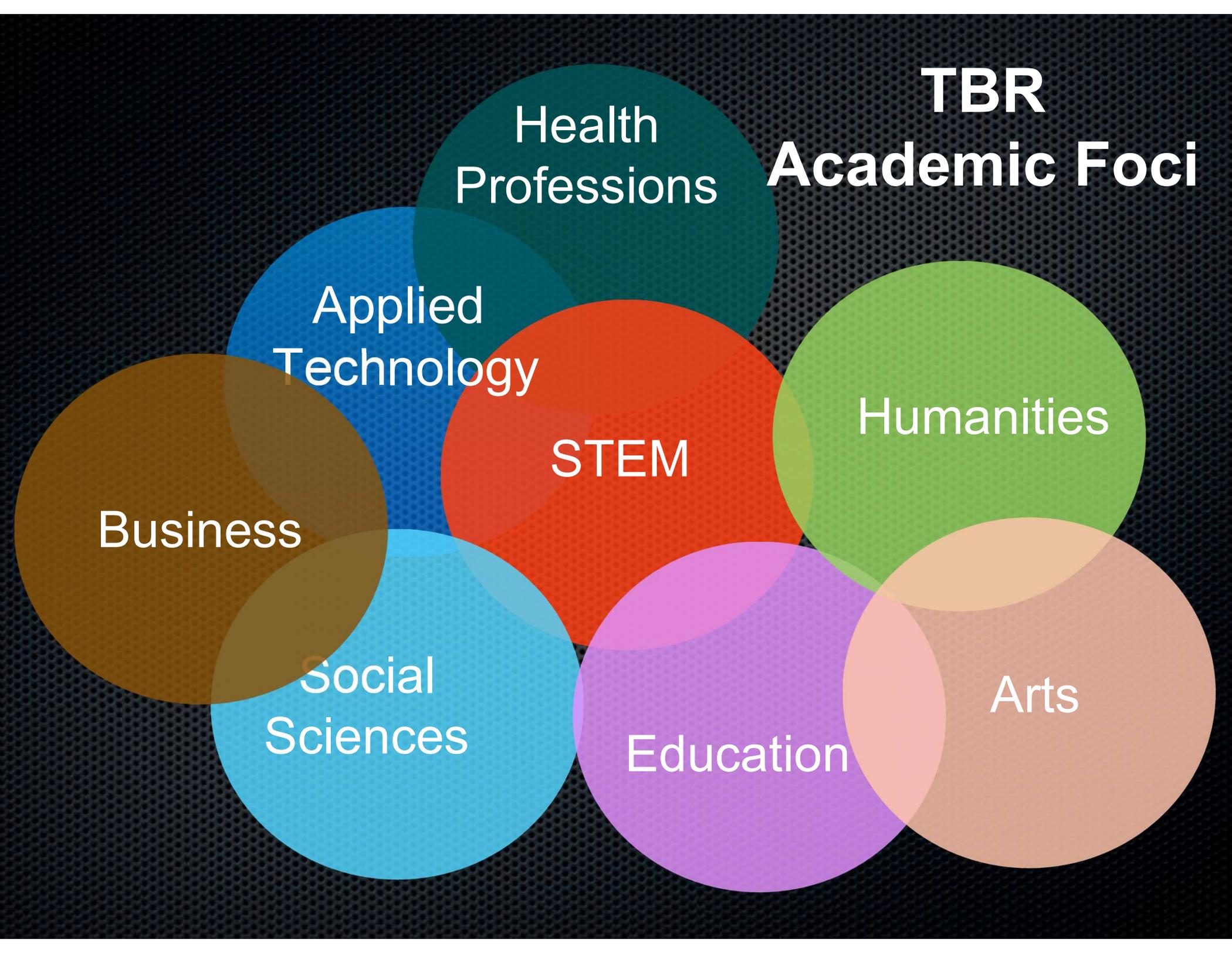
STEM

Business

Social
Sciences

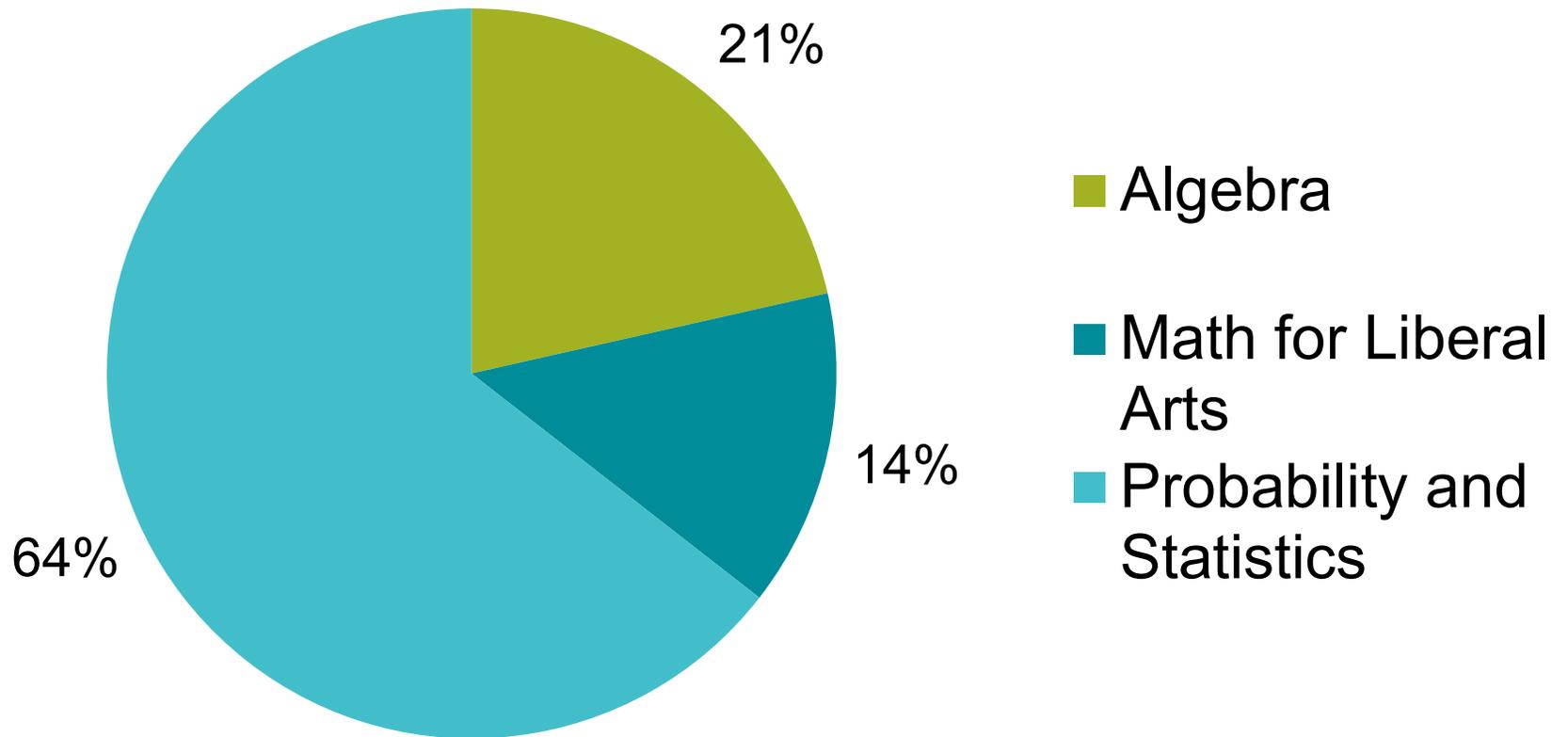
Education

Arts



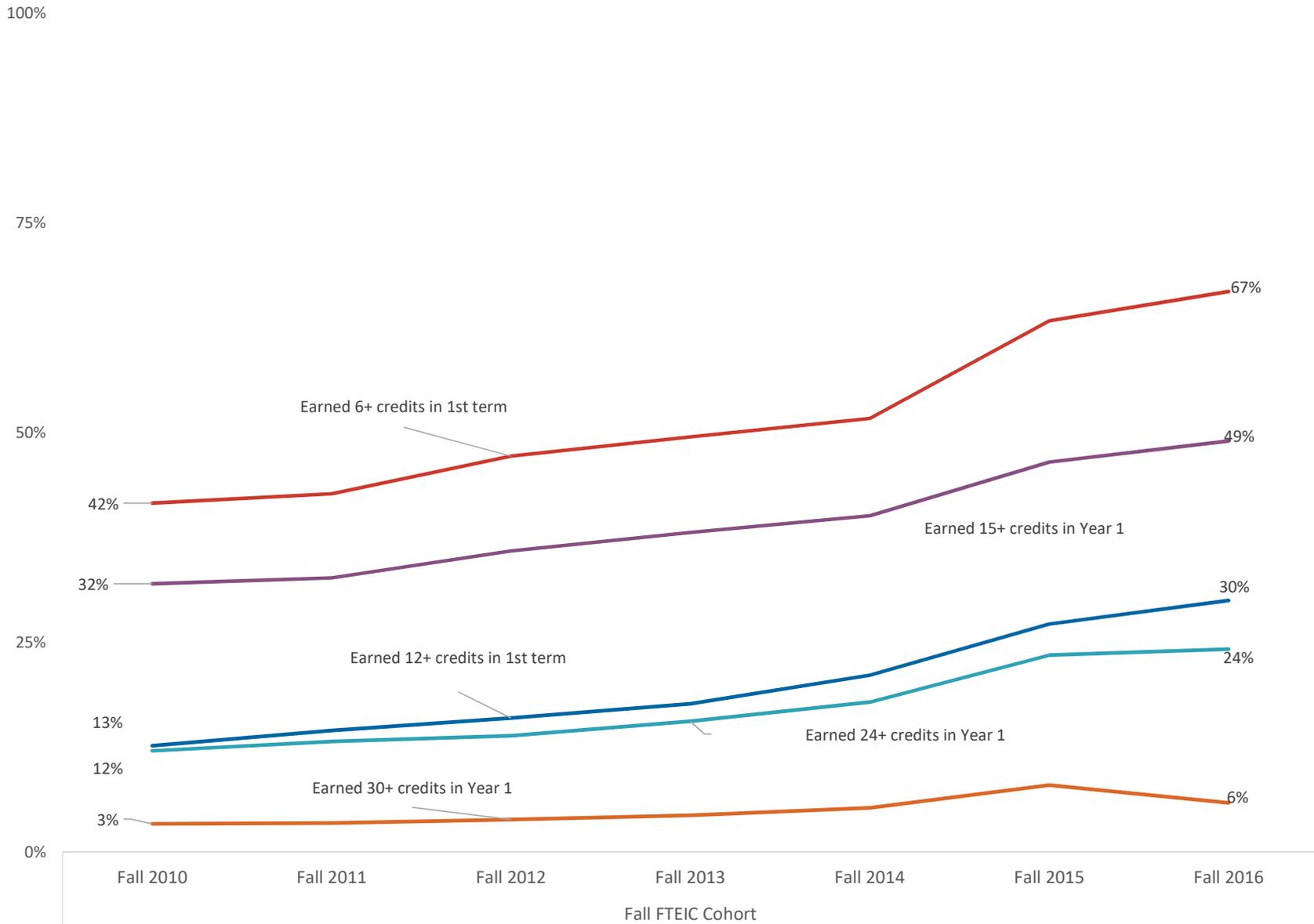
Accelerating College Entry

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



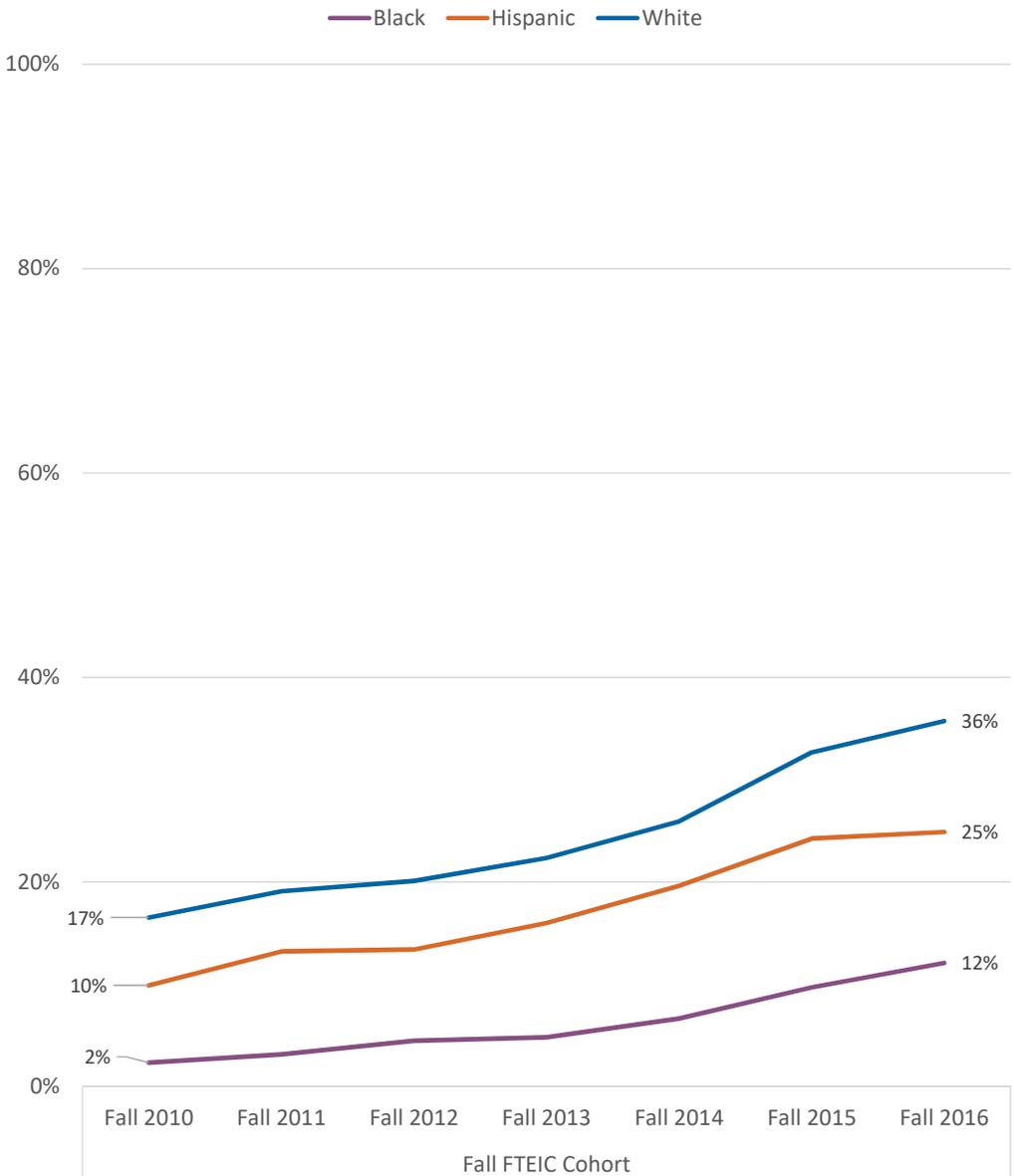
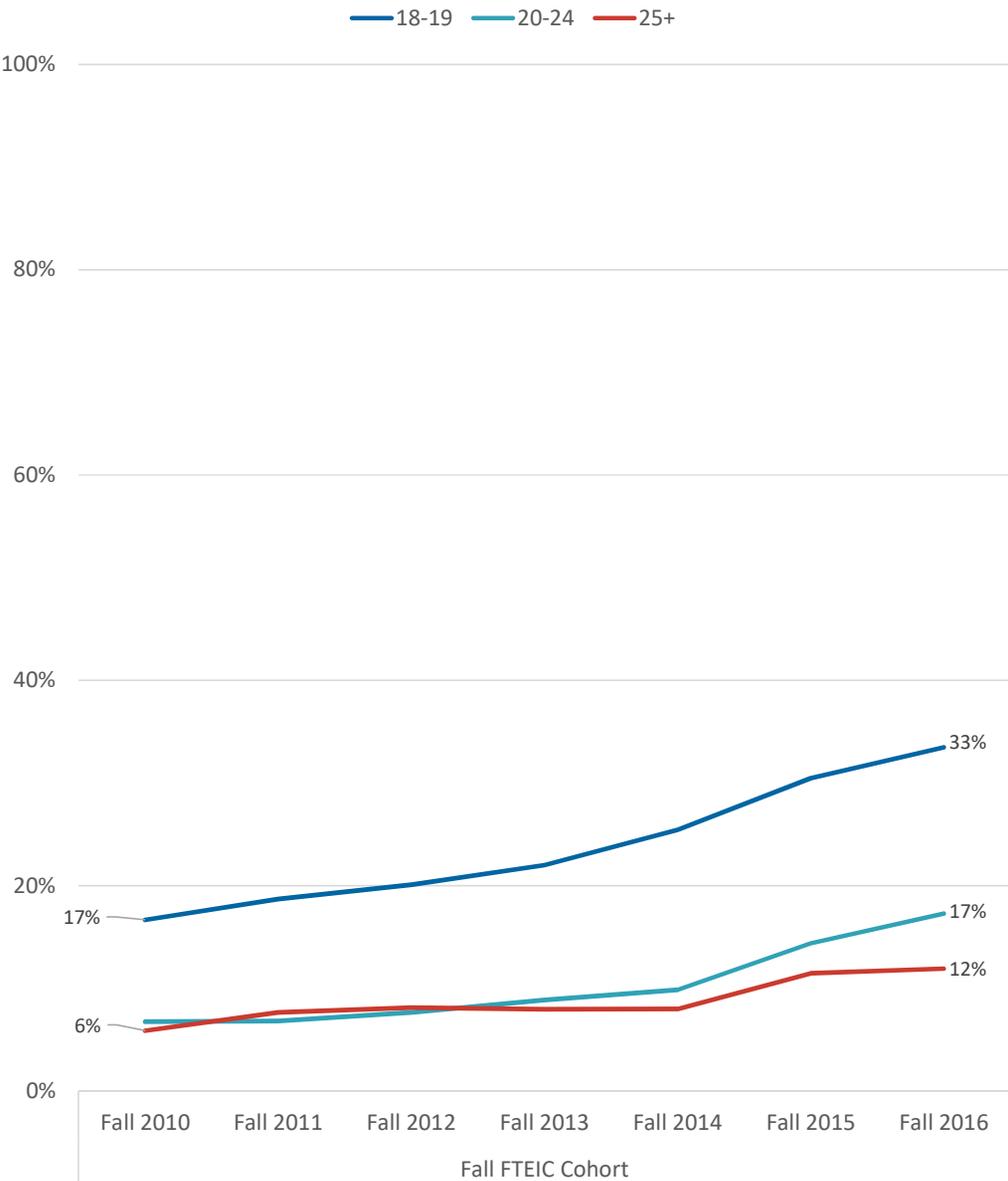
Source: Belfield, Jenkins, Lahr (2016).

TBR CCs Credit Momentum KPIs



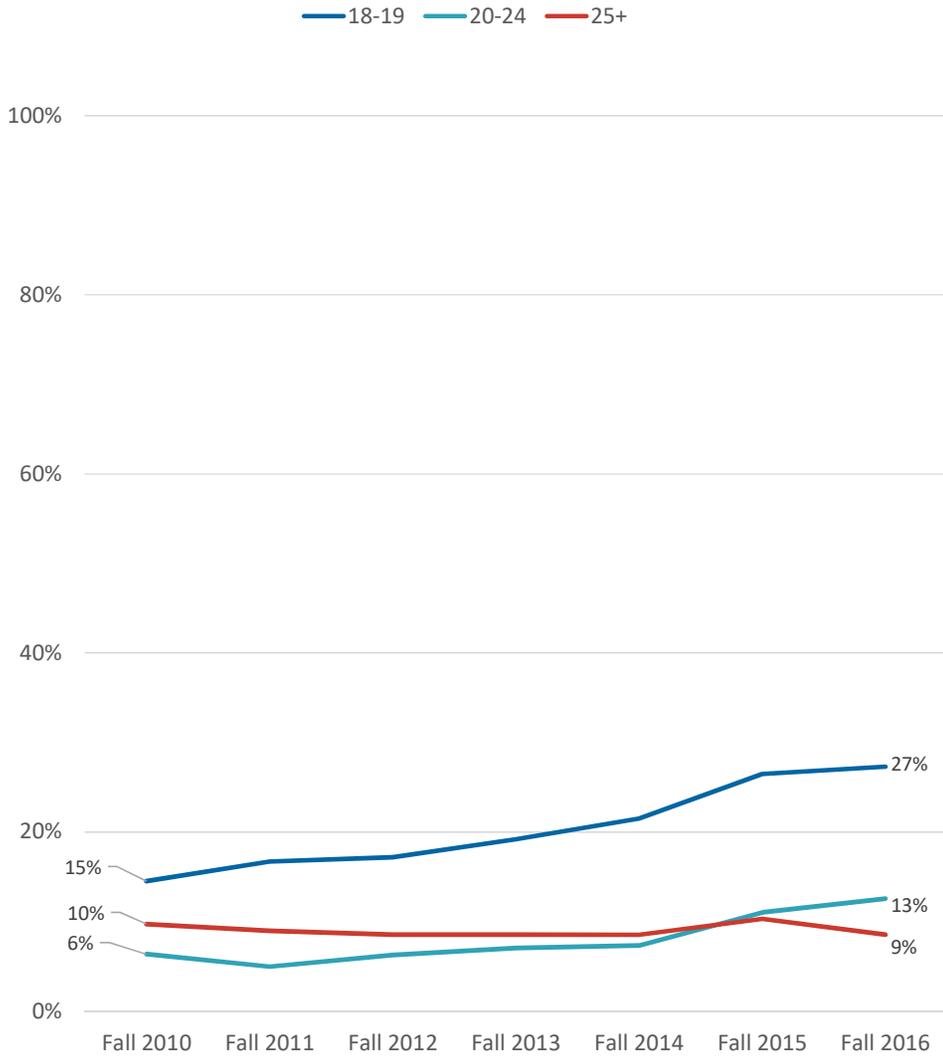
Source: CCRC Analysis of TBR Data

TBR CCs: Earned 12+ credits in 1st term, by Age Groups and Race

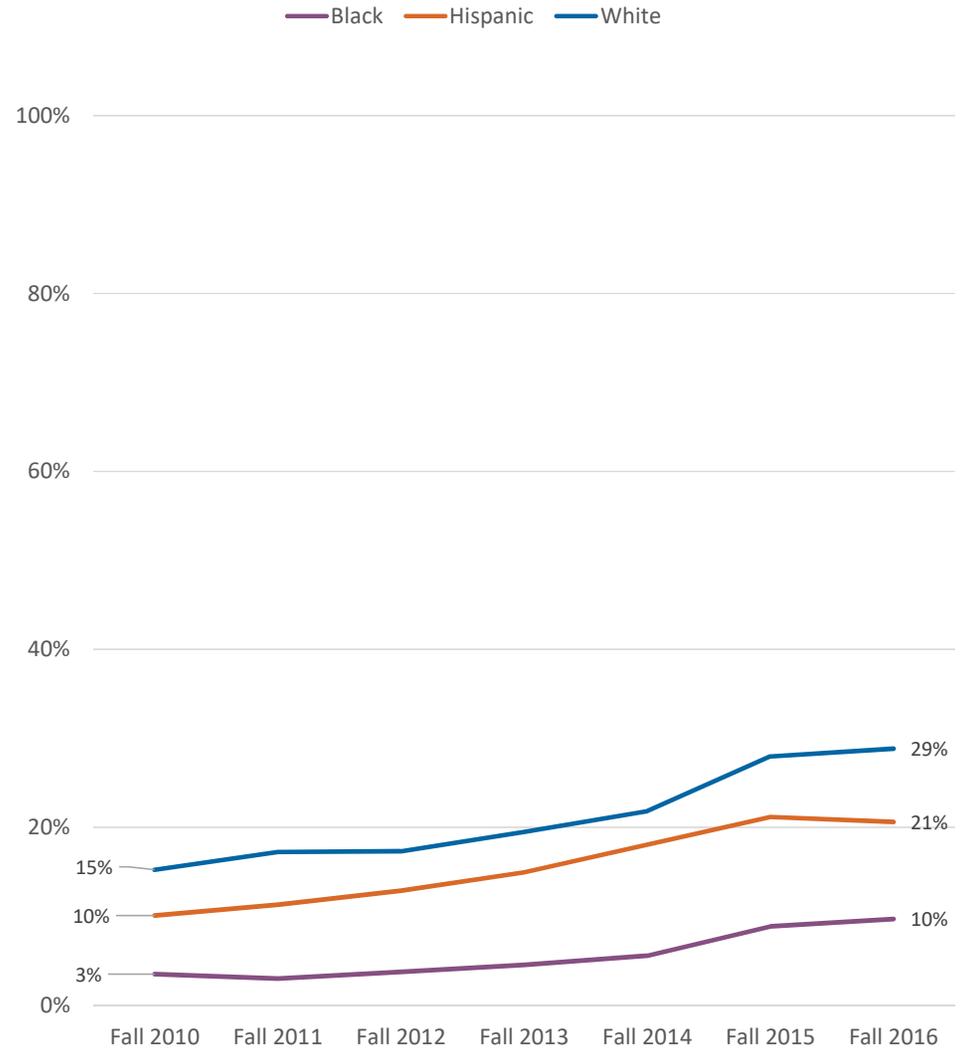


Source: CCRC Analysis of TBR Data

TBR CCs: Earned 24+ credits in Year 1, by Age Groups and Race

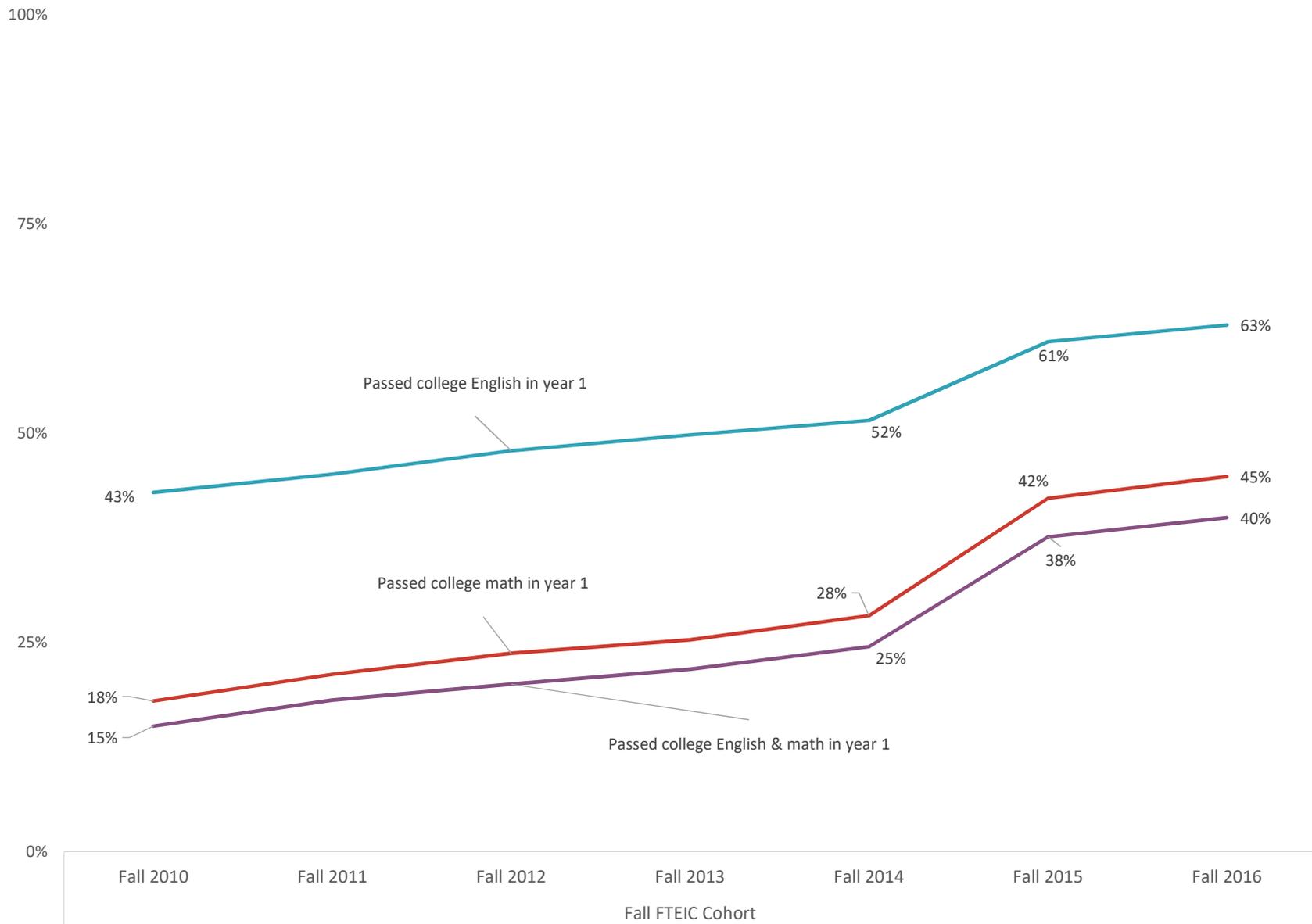


Fall FTEIC Cohort

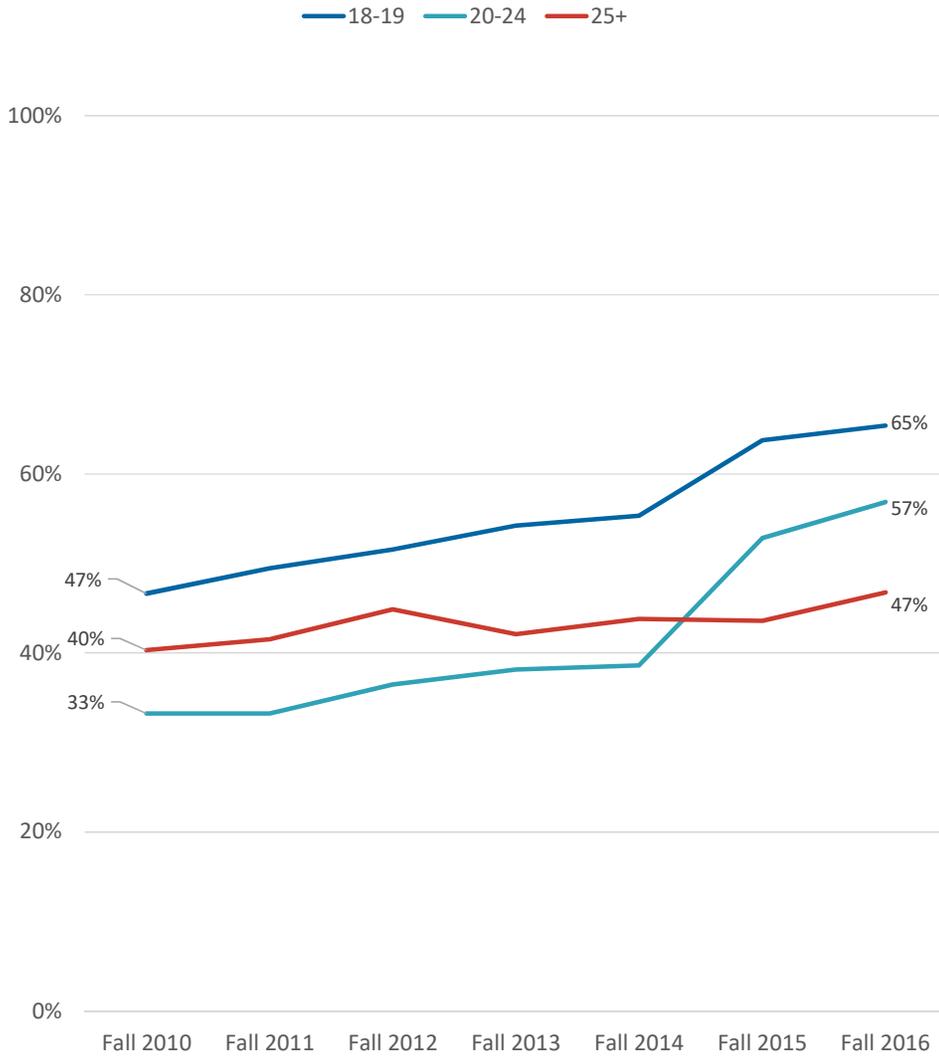


Fall FTEIC Cohort

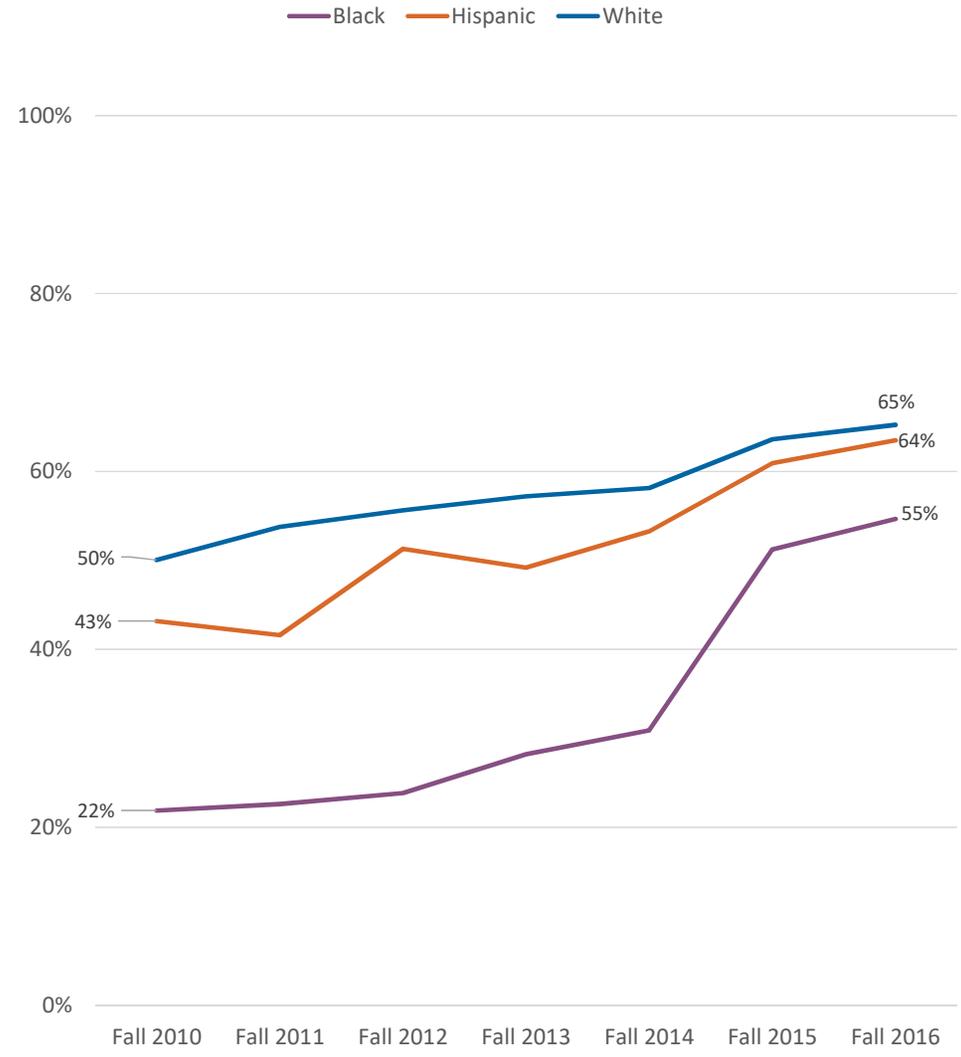
TBR CCs Gateway math and English KPIs



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

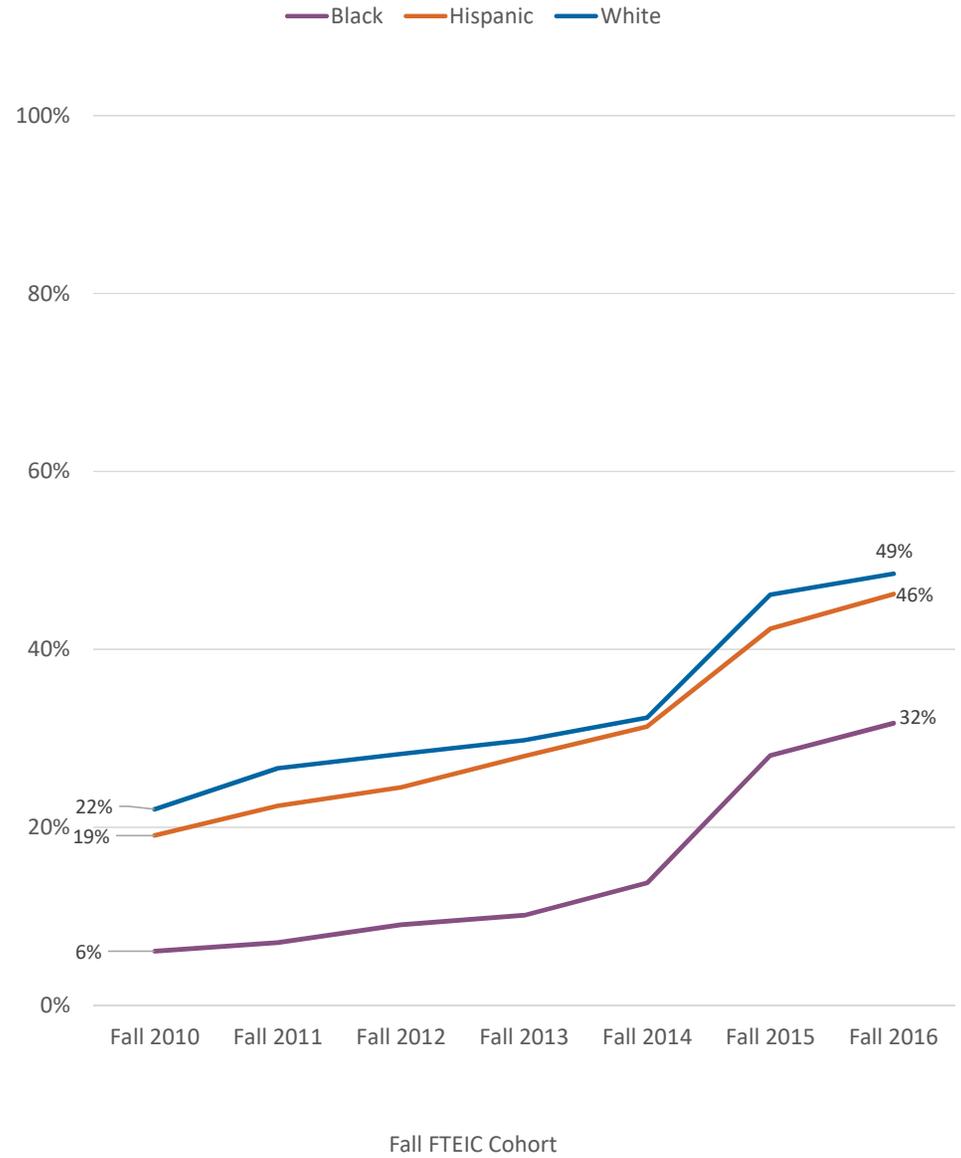
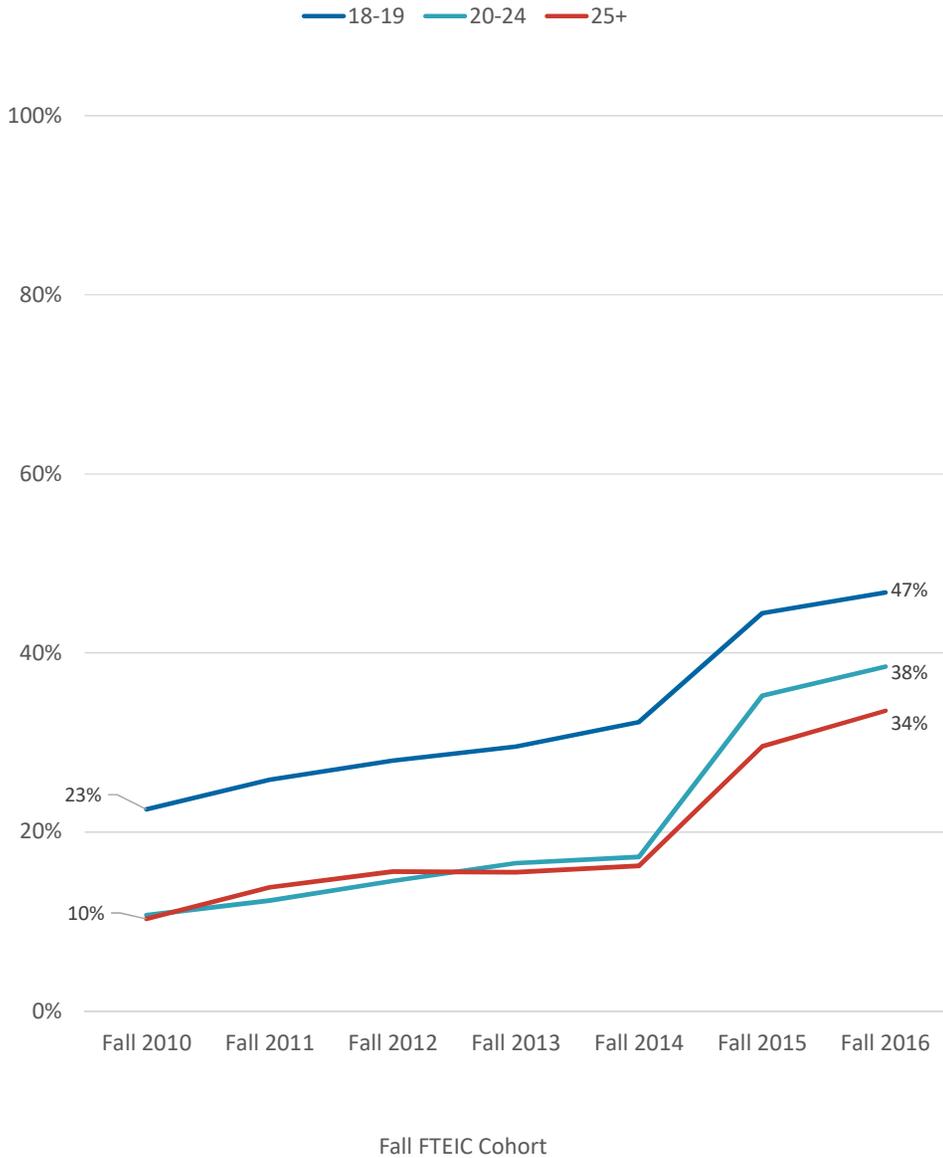


Fall FTEIC Cohort

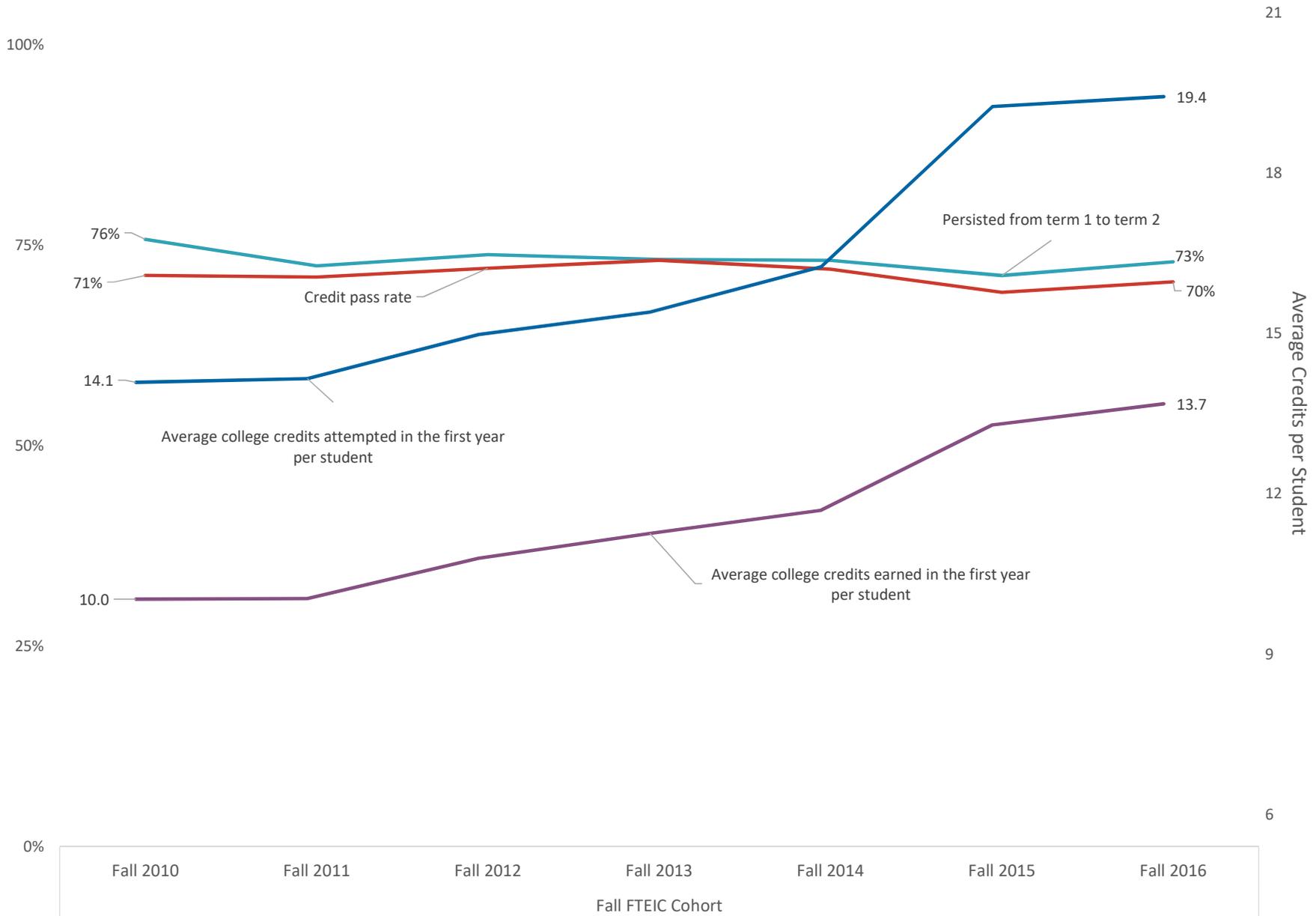


Fall FTEIC Cohort

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



TBR CCs Persistence and College Course Completion KPIs



Source: CCRC Analysis of TBR Data

Early Evidence

Alamo College District (TX)

Connection
WELCOME/ADVISING CENTERS

Entry
COLLEGE SUCCESS

Progress
FACULTY ASSIGNED
WITH MAJOR

Completion
CAREER & GRAD.
CENTERS

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

ACTIONS: Assign Connection Advisor

METRICS: Number of Apply Texas Submitted
(Analyst) Number of DC/EC Enrolled
DC/EC Term Retention

BADGES: Welcome

0-31

INITIAL ENROLLMENT—1ST SEMESTER

- **New Student Orientation/Convocation**—Orientation
 - Provide Academic Advising Syllabus (0-31)
 - Assist with scheduling & registering for classes
 - Orient students to Degree Plans via AlamoGPS
 - Online Web Registration assistance available
- **AlamoINSTITUTES** / major course of study
- Identify **ACOL/PLA**
- **Post Assessment Advising**—TSI score interpretation
- **Academic Refreshers**—INRW and math
- **Post Refresher Advising**

1ST SEMESTER

- Instruction on College Success (**SDEV Courses**)
- Advisor utilizes **Canvas** to connect with assigned students
- Assist students in choosing their major using **MyAlamoCareer.org** and **Career Coach**—virtual centers, Alamo Colleges and local job market
- **AlamoINSTITUTES** utilized
- Provide students with a plan to earn a certificate
 - Complete ISP via Alamo GPS.
- Advise and register students into appropriate classes
- Early Alert & Smart Start utilized
- Advisor determines Faculty integration (12-31)

2ND SEMESTER

- Confirm students' plan to earn a certificate or degree
- Advise and register students into appropriate classes
- Early Alert & Smart Start utilized

ACTIONS: Certified Advisor Assigned/PIN Given, Institution

METRICS: FTICS Enrolled
Productive Grade Rate (PGR)

BADGES: College Ready, 15 Hours, 30 Hours

31+ HOURS

2ND YEAR—GRADUATION

- Faculty teamed with an advisor through Degree or Certificate completion via GPS.
- Provide Academic Advising Syllabus (31+ hours)
- Advising regarding course selection is offered through Group or Individual Sessions to understand the requirements of chosen major at transfer university.
- Major Mixers/Major Mania Events
- Provide positive feedback at primary success points.
- Graduation and Transfer Initiative—Experiential/Career Centers & Faculty Mentors work in tandem to advise, graduate students and proclaim their transfer university (review their degree plan/ISP, and consider transferring to a university)

ADVISING CENTERS (19 Teams)

- Advising regarding course selection is offered through Group or Individual Sessions to understand major requirements.

ACTIONS: Faculty Mentor Assigned

METRICS: # of Certificate & Core Completers
Number of Art. Agreements

BADGES: Core Complete

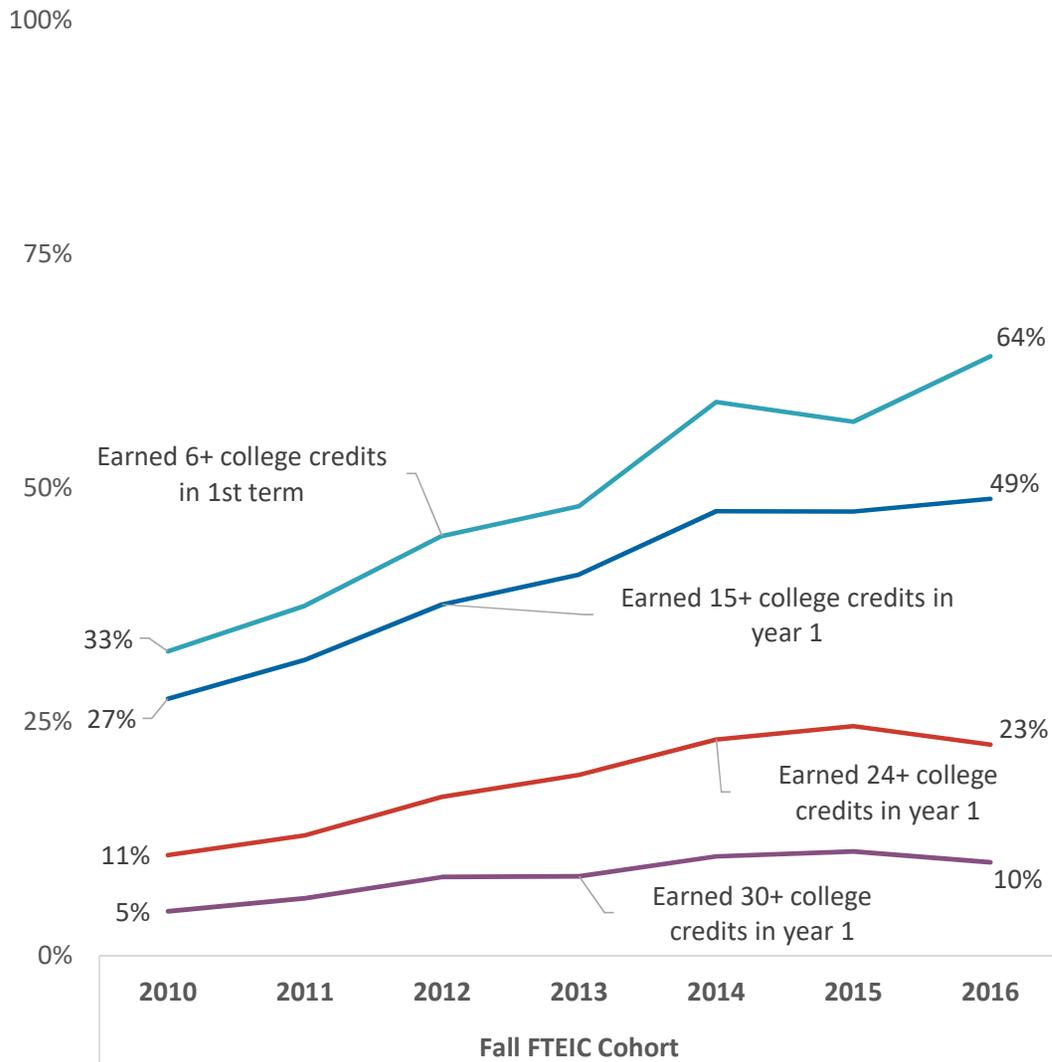
2ND YEAR—GRADUATION

- Assist students (42+ Hours/ Core Complete) in Degree Audits via Alamo GPS
- Faculty advise students during semester on how to be successful in classes.
- Coordinate the Academic Achievement Events, Career/Scholarship Fairs, Transfer Fairs, and Graduation Event/Festival.
- Graduation Survey
- Reverse Transfer

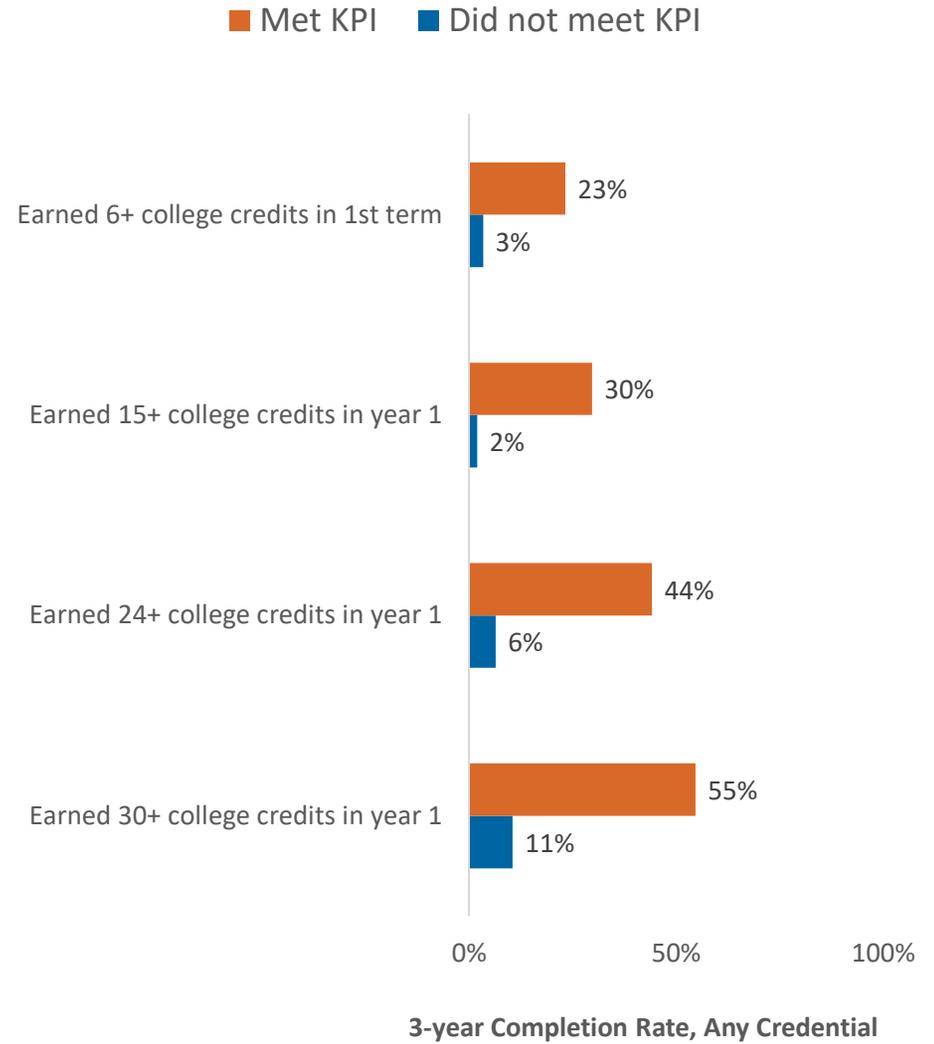
METRICS: Number of Degrees
Number of Certificates

BADGES: Cert., Degree, Alum

Alamo Colleges Credit Momentum KPIs

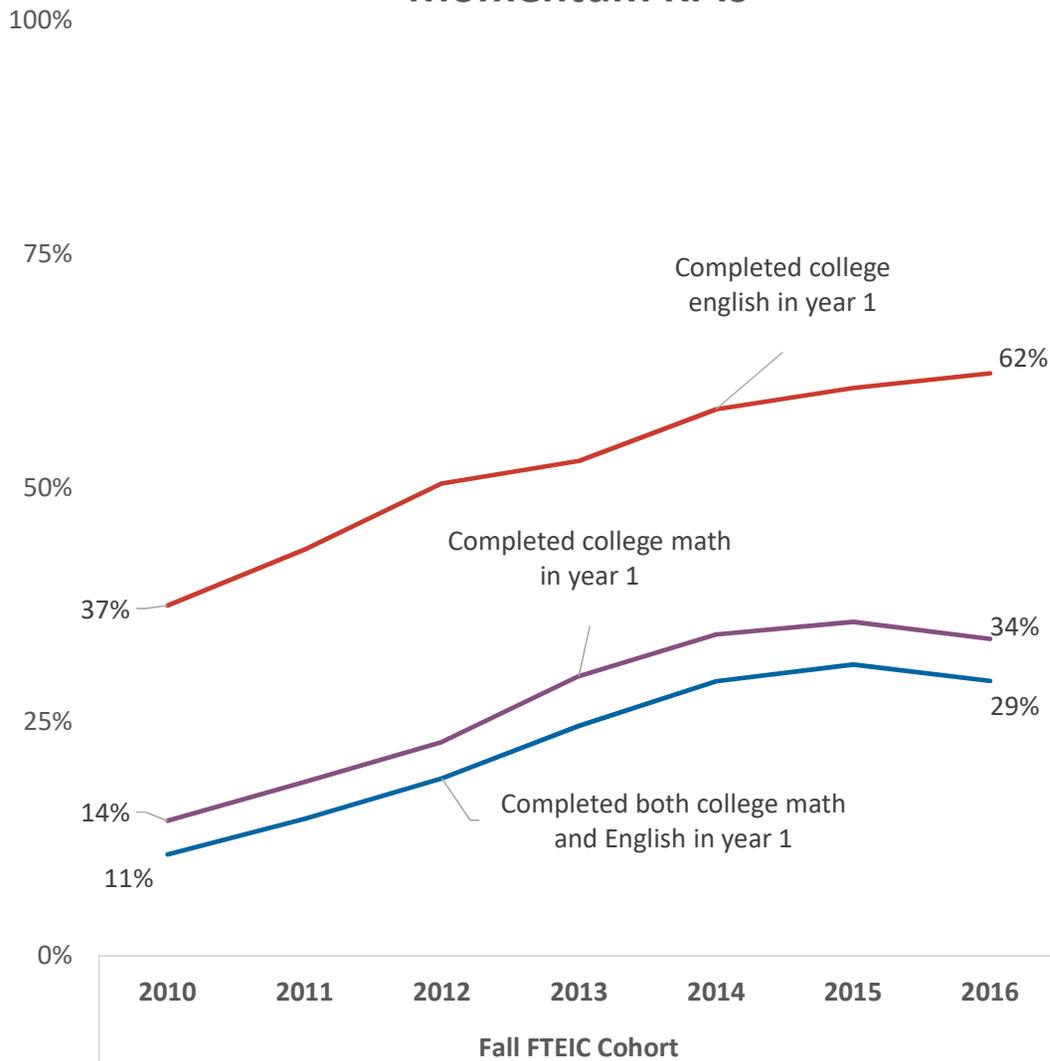


Alamo Colleges 3-year Completion Rates by KPI Status

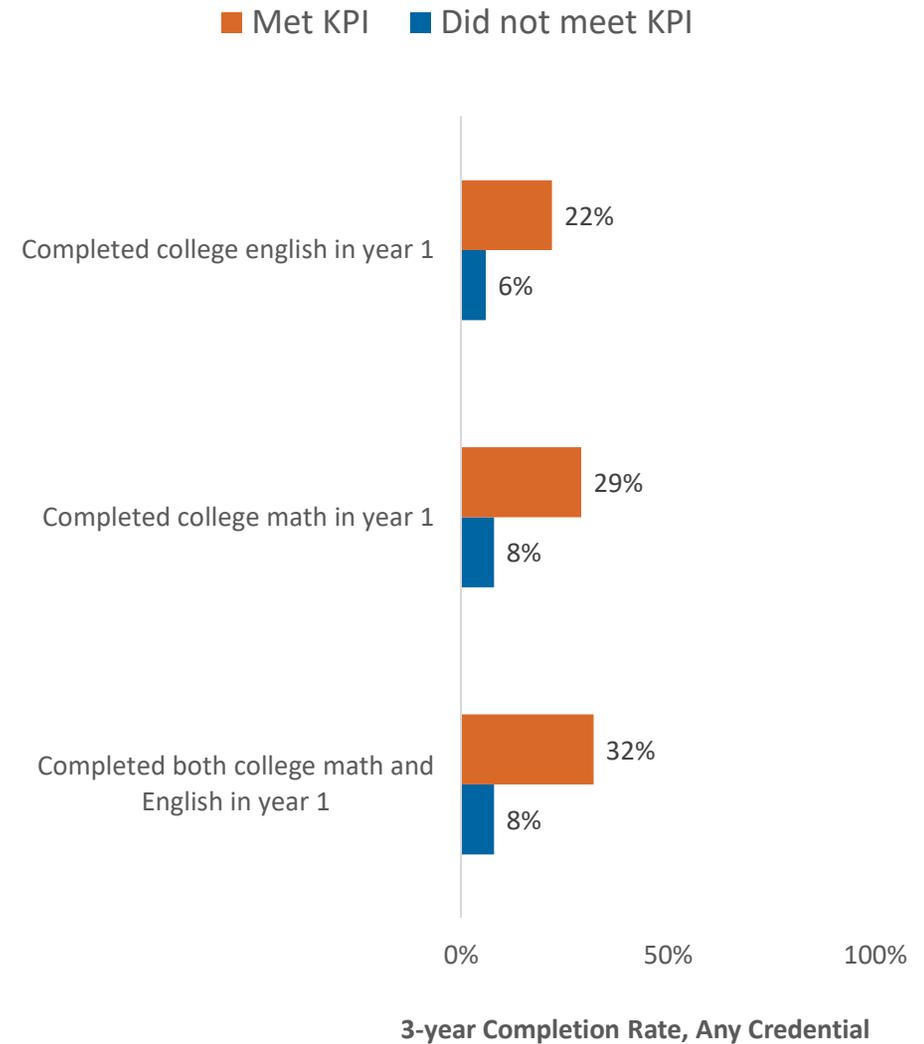


Note. Trends in Alamo Colleges Credit Momentum KPIs are shown in the left panel. The right panel shows completion rates for fall 2014 FTEIC entrants at Alamo Colleges who completed any college credential (from any institution) within three years, disaggregated by whether or not students met the particular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

Alamo Colleges Gateway Math & English Momentum KPIs



Alamo Colleges 3-year Completion Rates by KPI Status



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

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

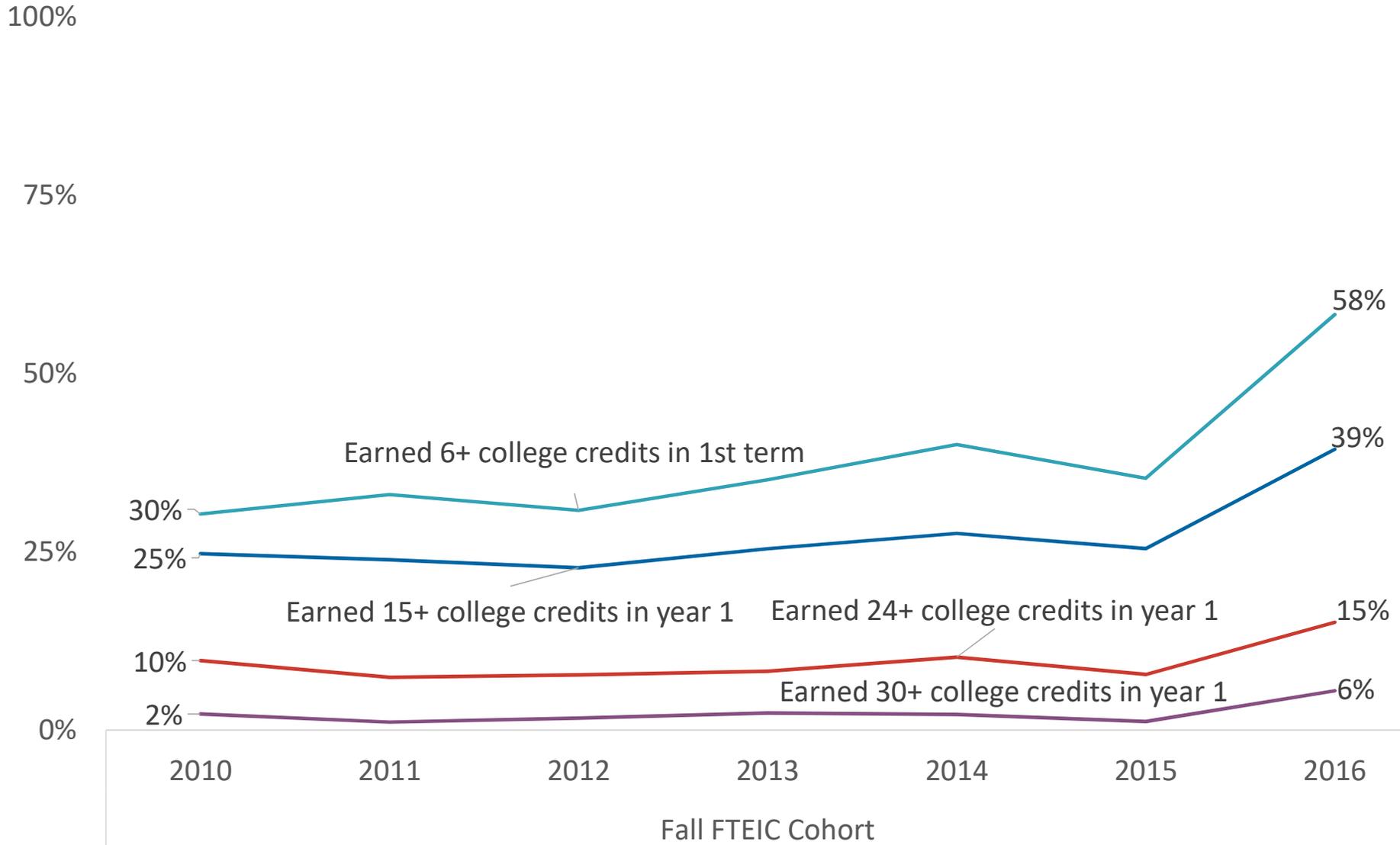
MTA is completed at the end of this term

SEMESTER 5

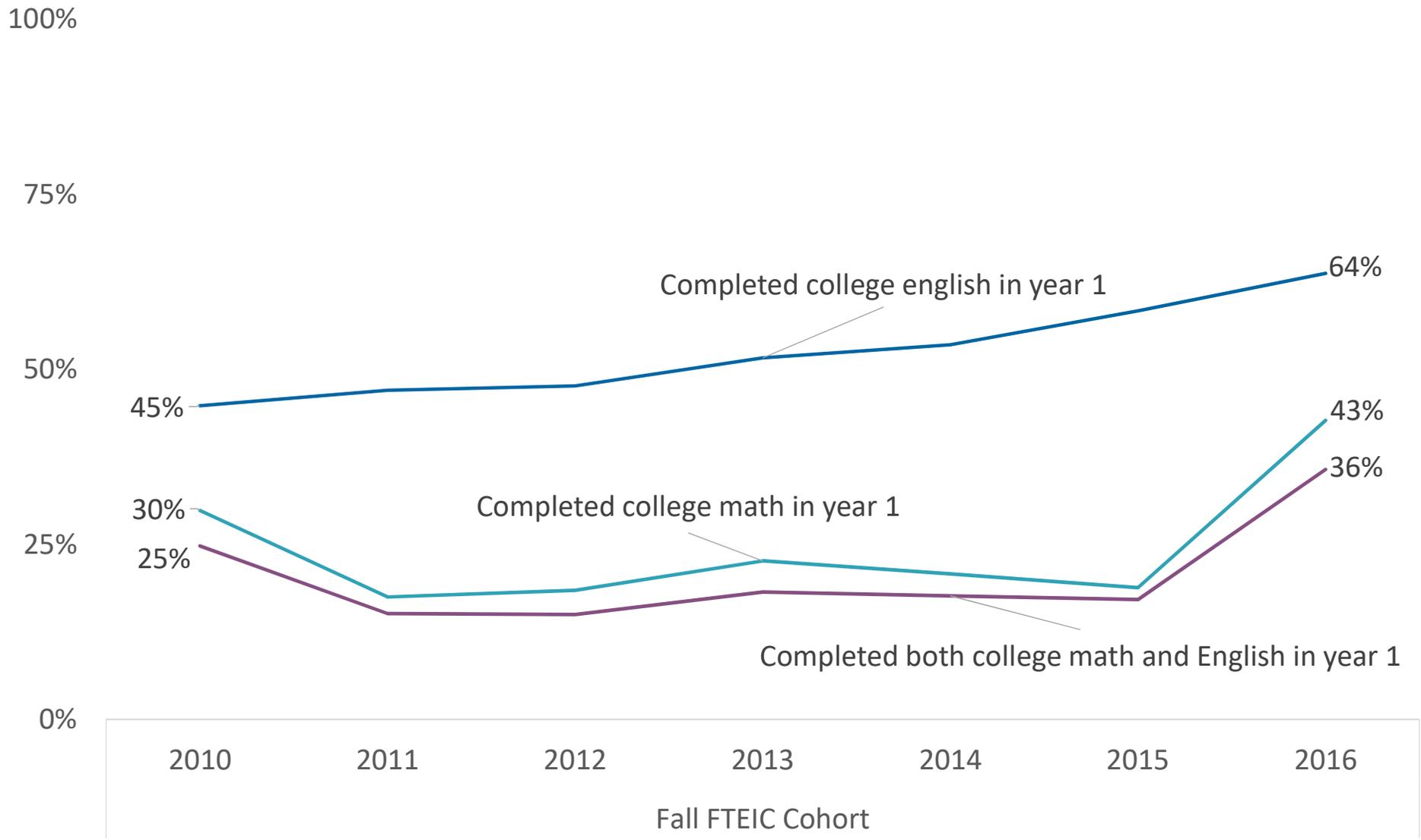
Course #	Course Name	Credits	Prerequisites
ANT 131	Cultural Anthropology	3	ENG 085*
ART 111	Art History: Prehistoric to 1400	3	ENG 085, ENG 091
COM 240	Interpersonal Communication	3	ENG 085, ENG 091
PSY 252	Developmental Psychology	3	PSY 140
SOC 152	Social Psychology	3	PSY 140 or SOC 231

AA is completed at the end of this term

Jackson College Credit Momentum KPIs



Jackson College Gateway Math & English KPIs



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!

 ccrc.tc.columbia.edu  CommunityCCRC  CommunityCCRC

 ccrc@columbia.edu

 212.678.3091