Equity, Economic Mobility & Guided Pathways

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SUNY Student Success Center
Institute #1
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Agenda

• Building Urgency and the Case for Change
  • GSU Improvement & Hope
  • Equality of Opportunity Project National Data
  • Equity Data on Net Worth & Loan Defaults
• Guided Pathways Introduction & Exploration
• Brief Exploration of the Fiscal Considerations of Guided Pathways
Georgia State University – A Reason for Optimism
A Mystery…

• The graduation rate at Georgia State University was 31% in the early 2000s
  • Not unusual for an urban, regional 4-year state university
• So they looked at a common metric – Fall-to-Fall retention, but didn’t stop there…
First Year to Second Year Retention, Georgia State University

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL '00</td>
<td>80%</td>
</tr>
<tr>
<td>FALL '01</td>
<td>82%</td>
</tr>
<tr>
<td>FALL '02</td>
<td>81%</td>
</tr>
<tr>
<td>FALL '03</td>
<td>83%</td>
</tr>
<tr>
<td>FALL '04</td>
<td>80%</td>
</tr>
<tr>
<td>FALL '05</td>
<td>81%</td>
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<tr>
<td>FALL '06</td>
<td>82%</td>
</tr>
<tr>
<td>FALL '07</td>
<td>83%</td>
</tr>
<tr>
<td>FALL '08</td>
<td>83%</td>
</tr>
</tbody>
</table>
Graduation Rates by Race/Ethnicity - Georgia State University
Graduation Rates by Race/Ethnicity – GSU + Clearinghouse Graduation Data

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2003 GSU</th>
<th>2016 GSU</th>
<th>2016 GSU + Clearinghouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>32%</td>
<td>50%</td>
<td>76%</td>
</tr>
<tr>
<td>AFRICAN AMERICAN</td>
<td>26%</td>
<td>58%</td>
<td>78%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>22%</td>
<td>58%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Building Urgency and the Case for Change
Economic Mobility & Higher Education: The Equality of Opportunity Project
Economic Mobility & Equity...

- It's true that higher education may be about more than just economic mobility. But:
  - What % of your students attend your college solely because of the love of learning?
    - I would argue 98%+ of your students are “career focused”
    - Doesn’t mean liberal arts ed. isn’t imprt. - might be more so
  - Economic mobility is particularly important to the lower half of the income spectrum – which describes a majority of our CC students
  - Unfortunate correlation in U.S. between race and income level – this is 100% an exploration of equity
Incredible work...

- Check out the resources at http://www.equality-of-opportunity.org/
- Collaboration between Stanford, Brown and Harvard
  ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets
Parent Income Distribution at Harvard
1980-82 Child Birth Cohorts

Parent Income Quintile

Percent of Students

- Quintile 1: 3.0%
- Quintile 2: 5.3%
- Quintile 3: 8.1%
- Quintile 4: 13.2%
- Quintile 5: 70.3% (Top 1%)
Parent Income Distribution by Percentile
Ivy Plus Colleges

Note: “Ivy Plus” = Ivy League, Chicago, Stanford, MIT, Duke
Parent Income Distribution by Percentile

Ivy Plus Colleges

14.5% of students from top 1%

Note: “Ivy Plus” = Ivy League, Chicago, Stanford, MIT, Duke
Parent Income Distribution by Percentile
Ivy Plus Colleges

14.5% of students from top 1%

13.5% of students from bottom 50%
More students from the top 1% than the bottom 50%

14.5% of students from top 1%

13.5% of students from bottom 50%
Probability of attending an elite private college is 77 times higher for children in the top 1% compared to the bottom 20%.

3.8% of students from bottom 20%

14.5% of students from top 1%
3.8% of students from bottom 20%

14.5% of students from top 1%

Parent Income Distribution by Percentile

Ivy Plus Colleges
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

Harvard University
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

- Harvard University
- UC Berkeley

Percent of Students

Parent Income Quintile
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

- Harvard University
- UC Berkeley
- SUNY-Stony Brook

![Bar chart showing parent income quintiles for different colleges.](chart.png)
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

- Harvard University
- UC Berkeley
- SUNY-Stony Brook
- Glendale Community College

Percent of Students

Parent Income Quintile

1 2 3 4 5

Percent of Students

0 10 20 30 40 50 60 70 80
Further Evidence of the Challenge...

• Make sure you’re sitting down for this one...

• Good news: from 2013-2016, median net worth increased 46% for Hispanic families, 29% for Black families, and 17% for White families...

• BUT....In 2016, the actual median net worth:
  ✓ White citizens was $171,000
  ✓ Hispanic citizens was $20,700
  ✓ African-American citizens was $17,600

* Judith Scott-Clayton’s Brookings Report (Jan 2018)
Our Best Chance for Equity: Guided Pathways & Financial Stability Approaches
Lost in a Maze
GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

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

**English Communication:** 6 credits; 3 credits must be in a writing course
- Writing (ECW): ELS 112, 122 (rhetorical speech); HPR 325; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A):** 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D); GEN 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

**Language/Culture (FC):** 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 101, 102; FRN 101, 102; GER 101, 102; GKR 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102;兰 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 211F, 212F; LET 151(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

**Letters (L):** 6 credits
- AAP 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151(D), 151Q(D), 151R; NUR 300; PHL 101, 103, 204, 210(D), 221(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 326(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

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

**Natural Sciences (N):** 6 credits; satisfied by PHY
- AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NRS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 145, 180, 203, 204, 205, 273, 274, 275; PLS 120, 190, 191; TMD 113

**Social Sciences (S):** 6 credits
- APG 200(D), 202, 203(D), 301(D); CPL 202(D); EGN 100(D), 201, 202, 306, 381(D); EDC 102(D); ECC 105, 310, 356; GEG 101(D), 104(D), 202(D); HPR 110(D), 2015, 2025; HSS 130, JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)
Round 1:
What Do New Students Ask Advisors?
Career Options: 31
What Courses Should I Take?: 25
How long will it take?: 18
How much will it cost?: 14
How much fin. Aid can I get?: 9
Will my credits Transfer?: 3
Why Losing Students to For-Profit Institutions is an Equity Issue

• Students at for profits default on their student loans at 2x the rate of those taking loans at CCs - 52% vs. 26%*

• Worse, because students at for profits have to take loans more, the rate of default among all entrants at for-profits is 4x as high as entrants at CCs – 47% vs. 13%*

* Judith Scott-Clayton’s Brookings Report (Jan 2018)
Why Losing Students to For-Profit Institutions is an Equity Issue (2)

• Even more disturbing when you dive in – White students not at for-profits have a 4% default rate vs. Black non-completers at for-profits with a 67% default rate*

• Bottom line? We in the CC system need to be better for all students but perhaps most importantly for low-income URM students – and we absolutely can do so...

* Judith Scott-Clayton’s Brookings Report (Jan 2018)
Round 2:
Why Are ________ So Successful?

https://ensemble.ifsc.edu/watch/SK56Z4N
<table>
<thead>
<tr>
<th>Category</th>
<th>Round 1 Score</th>
<th>Round 2 Score</th>
</tr>
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<tbody>
<tr>
<td>Motivation</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>Clear course Paths</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Chair / Coach</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Mandatory Support</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Peer support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ticking time clock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline / accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniforms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Round 2
Guided Pathways Overview
Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

PLANNING

ESSENTIAL CONDITIONS
Large-scale transformational change requires strong leadership, a commitment to using data, and other key conditions. Make sure these conditions are in place – prepared, mobilized, and adequately resourced – to support the college’s pathways effort.

PLANNING/PREPARATION
Understand where you are and prepare for change.

SUSTAINABILITY
Commit to pathways for the long term and make sure they are implemented for all students.

IMPLEMENTATION

CLARIFY THE PATHS
Map all programs and include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

HELP STUDENTS GET ON A PATH
Require supports that help students get the best start, including first-year experiences and integrated academic support.

HELP STUDENTS STAY ON THEIR PATH
Keep students on track with supports such as intrusive advising and systems for tracking progress.

ENSURE STUDENTS ARE LEARNING
Use practices that assess and enrich student learning, including program-specific learning outcomes and applied learning experiences.

EARLY OUTCOMES
Measure key performance indicators.

EVALUATION

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.
Major Decisions Along the Path

CONNECTION
From interest to application

ENTRY
From entry to passing program gatekeeper courses

PROGRESS
From program entry to completion of program requirements

COMPLETION / TRANSITION
From program completion to career advancement and further education

- What are my career options?
- Which college offers programs in my field of interest?
- How much will it cost and how will I pay?
- How will I get the financial supports I need to be able to attend/succeed?

- What are my program options?
- What are program requirements?
- Which program is a good fit?
- What will I take?
- Will credits transfer?
- How much time and money to finish?
- What if I change my mind about a major?

- Am I making progress?
- How do I get related work experience?
- What if I want to change majors?
- What if I am struggling academically?
- How much time and money to complete?
- How do I balance my other obligations?

- How do I transfer?
- How do I get a job in my field of interest?
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 academic support into college program gateways
- Integrate experiential learning into every program
- Build pathways into high schools, starting with dual enrollment
Rethinking **Mapping Programs**

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetical program list</td>
<td>Academic / career communities (&quot;meta-majors&quot;)</td>
</tr>
<tr>
<td>A lá carte courses (distribution requirements and electives)</td>
<td>Program maps with course sequences, critical courses, co-curricular requirements</td>
</tr>
<tr>
<td>Algebra as default math path</td>
<td>Program/field-specific math paths</td>
</tr>
<tr>
<td>Certificates vs. degrees</td>
<td>Degree pathways with embedded certificates/certifications</td>
</tr>
<tr>
<td>Connections to careers &amp; transfer unclear</td>
<td>Career &amp; transfer opportunities/requirements clearly specified</td>
</tr>
</tbody>
</table>
Rethinking Student On-boarding

**From:**
- Job/transfer support for near completers
- Current semester schedule
- Academic assessment
- Pre-requisite remediation
- Algebra and English comp
- A lá carte dual HS credit

**To:**
- Career/college exploration and planning for all from the start
- Full-program plan
- Holistic assessment
- Co-requisite academic support
- Critical program courses
- Exploration of program pathways beginning in HS
Rethinking **Student Advising**

**From:**
- Info “dump” at orientation
- Scheduling available courses to suit college schedule
- Full-time vs. part-time
- Advising vs. teaching

**To:**
- JIT support for major decisions along the path
- Scheduling courses on the student’s plan to fit their schedule
- On-plan vs. off-plan
- Advisors teach and faculty advise
Rethinking Teaching and Learning

From:

Gen ed learning outcomes
Generic gen eds
In-class learning
Student transcripts

To:

Meta-major learning outcomes
Contextualized gen eds
Curricular + co-curricular learning
Portfolios
<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional financial aid (grants, loans, scholarships)</td>
<td>Holistic supports (public benefits like SNAP, housing assistance)</td>
</tr>
<tr>
<td>Waiting for students to ask for assistance</td>
<td>Standard intake / screening form</td>
</tr>
<tr>
<td>Isolated services</td>
<td>Bundled, integrated services</td>
</tr>
<tr>
<td>Off-campus referrals to community partners</td>
<td>On-campus partner presentations and individualized assistance</td>
</tr>
</tbody>
</table>
What I Knew

- We provide all students what they want, when they want, where they want and how they want.
- Students, faculty, and staff understand how it is all connected.
- Students should have max flexibility, meaning can opt in or out (orientation, college success course, overriding placement results).
- Maximum choice provides maximum flexibility.
- Students use tutoring and coaching as they need it.
- Students reach out for help when need it (if you have it, they will come).
- Curriculum listed in catalog is sufficient direction to student.
- Students know what their goals are.
- We are in the education business so services needed outside of education are the responsibility of others (food, housing, mental health, income).
- Part-time student needs same as full-time students (children are little adults).
- Processes and services should be available and applied equally to all.

What I Know Now

- What we had was fragmented and informed by many varied beliefs and experiences (depended who you talk to or worked with).
- Default decision is to make no choice.
- What you think is obvious is not always obvious to others.
- To many, seeking help is an admission of failure.
- Natural tendency is accept failure, overestimate ability, or wait too long.
- Wrap around services part of business of education.
- Equality ≠ Equity.

“We are Already Doing It”
(Don’t Need Another State or National Initiative)
Fiscal Considerations of Guided Pathways Reforms
Fiscal Approaches to Consider

1. Cost analysis
2. Cost effectiveness / ROI
3. Cost efficiency / Cost per Completer
4. Cost reductions per student
5. Wage gains per student
6. Economic impact for communities
Summary

• Numerous ways to estimate the fiscal impact of innovative programs on colleges and students
• ROI analyses best for estimating net revenue impact to colleges
• NCII has developed ROI models focused on developmental education reform, student financial stability reform, accelerating opportunity and more recently guided pathways (unreleased until now)
Fiscal Approaches to Consider

1. Cost analysis
2. **Cost effectiveness / ROI**
3. Cost efficiency / Cost per Completer
4. Cost reductions per student
5. Wage gains per student
6. Economic impact for communities
Traditional CC Economic Reality

- Community Colleges and Four-Year Colleges are set up to think in terms of fiscal periods (usually fiscal years)

- Simplistically, this year’s salaries, fixed costs, & variable costs seemingly need to be offset by this year’s revenues from tuition, FTES apportionment, and other sources of revenue
A Different (?) Way of Thinking

• As has become common in industry, we could think about deviating from our “traditional” model toward a return-on-investment (ROI) approach

• Under this approach, we use our “traditional” model as the baseline for costs and revenue
Incremental Costs

- We first account for the additional costs associated with guided pathways-related reforms. Examples could include:
  - Incremental salaried personnel such as advisors, completion coaches, or career coaches
  - Incremental hourly personnel costs such as supplemental instruction or tutoring
  - Technology fees / services
  - Professional development
- Note: We are quite good at assigning incremental costs and referring to something as “too expensive”!
The Flip Side – Incremental Revenue

- Successful approaches – if they “work” - have the following outcomes:
  - Increased course retention
  - Increased course success rates
  - Increased persistence
  - Increased progression to college-level work
  - Increase in overall units attempted / earned
What is the coin of the realm?

• FTES = Tuition & Apportionment
• In NY, an FTES generates $2,747 in apportionment revenue and $3,000 in tuition revenue*
• The incremental FTES apportionment and/or tuition generated in successful guided pathways approaches can, in many cases, offset the incremental costs

*Note: For the NY model, tuition per FTES is estimated at 2/3 the tuition rate for a FT student because of the 12-unit tuition cap
Incremental FTES $$$ Not Without Costs

- Instructional costs for students who are retained and progress – may require adding additional sections
  - May fill non-full classrooms especially in large GE courses
- Overhead / infrastructure costs – establishing exact figures is very complex; in discussions with CBOs and CEOs we estimate a range of 40%-70% “profit” from incremental FTES
- Model allows you to adjust the “profit margin” on incremental FTES
  - We set it at 55% after discussions with those familiar with the economics of community colleges
What the Model Doesn’t Do

• This is not a sophisticated economic model

• It doesn’t take into account economics concepts such as net present value (NPV), economic rates of return (IRR), discounting, etc.

• Ultimately, it is designed to be an order of magnitude demonstration and to start conversations on your campus (not end them)!
Fiscal Considerations Summary

• Numerous ways to estimate the fiscal impact of innovative programs on colleges and students
• ROI analyses best for estimating net revenue impact to colleges
• The ROI model developed for this project will be released shortly and available for you to use
  • Accompanying the ROI model in Excel will be a 3-page Model Overview document and a 2-page Model Instructions document
Exploring the Model
## Section 1: Cohort Size

### Section 1: Entering New Student Cohort at the College (Fall / Spring)

<table>
<thead>
<tr>
<th>A. Description</th>
<th>B. Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New FTEIC Students in Entering Cohort in a Given Academic Year</td>
<td>3,409</td>
</tr>
</tbody>
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## Section 2: Incremental Staffing Costs

(You Can’t Read This)

### Section 2: Staffing of Guided Pathways Related Efforts

<table>
<thead>
<tr>
<th>A. Position Title</th>
<th>B. No. of Hourly Employees</th>
<th>C. Hourly Rate</th>
<th>D. Annual Hours Per Employee</th>
<th>E. FTE for Work</th>
<th>F. Annual Salary</th>
<th>G. Annual Benefits Cost</th>
<th>H. Fixed Annual Budget for Support Type</th>
<th>I. Total Cost for Support Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example - Hourly</td>
<td>6</td>
<td>$10.00</td>
<td>80</td>
<td></td>
<td>$66,000</td>
<td>$26,400</td>
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<td>$46,200</td>
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<tr>
<td>Example - FTE</td>
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<td></td>
<td></td>
<td>0.5</td>
<td>$66,000</td>
<td>$26,400</td>
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<td>$46,200</td>
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<td>Example - Annual Budget</td>
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<td></td>
<td></td>
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<td>$18,400</td>
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<tr>
<td>1. New or expanded advisors</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>2. New or expanded completion coaches or retention specialists</td>
<td>10</td>
<td>$15.00</td>
<td>240</td>
<td>3</td>
<td>$55,000</td>
<td>$15,000</td>
<td>$0</td>
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<tr>
<td>3. New or expanded career counseling staff</td>
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<td>0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>4. New or expanded IR staff</td>
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<td>0</td>
<td>0</td>
<td>$0</td>
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</tr>
<tr>
<td>5. Coordination time (e.g. assigned Dean or staff member)</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>6. Other Faculty / Staff Release time / Stipends to support work</td>
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<td>$0.00</td>
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Total Guided Pathways-Related Incremental Staffing Costs: $281,000
## Section 2: Incremental Staffing Costs (1 of 2)

### Section 2: Staffing of Guided Pathways Related Efforts

<table>
<thead>
<tr>
<th>A. Position Title</th>
<th>B. No. of Hourly Employees</th>
<th>C. Hourly Rate</th>
<th>D. Annual Hours Per Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example - Hourly</td>
<td>6</td>
<td>$10.00</td>
<td>80</td>
</tr>
<tr>
<td>Example - FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example - Annual Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. New or expanded advisors</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
</tr>
<tr>
<td>2. New or expanded completion coaches or retention specialists</td>
<td>10</td>
<td>$15.00</td>
<td>240</td>
</tr>
<tr>
<td>3. New or expanded career counseling staff</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
</tr>
<tr>
<td>4. New or expanded IR staff</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
</tr>
<tr>
<td>5. Coordination time (e.g. assigned Dean or staff member)</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
</tr>
<tr>
<td>6. Other Faculty / Staff Release time / Stipends to support work</td>
<td>0</td>
<td>$0.00</td>
<td>0</td>
</tr>
</tbody>
</table>
## Section 2: Incremental Staffing Costs (2 of 2)

### Section 2: Staffing of Guided Pathways Related Efforts

<table>
<thead>
<tr>
<th>A. Position Title</th>
<th>E. FTE for Work</th>
<th>F. Annual Salary</th>
<th>G. Annual Benefits Cost</th>
<th>H. Fixed Annual Budget for Support Type</th>
<th>I. Total Cost for Support Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example - Hourly</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example - FTE</strong></td>
<td>0.5</td>
<td>$66,000</td>
<td>$26,400</td>
<td></td>
<td>$4,800</td>
</tr>
<tr>
<td><strong>Example - Annual Budget</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$46,200</td>
</tr>
<tr>
<td><strong>1. New or expanded advisors</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>$55,000</td>
<td>$15,000</td>
<td>$0</td>
<td>$210,000</td>
</tr>
<tr>
<td><strong>2. New or expanded completion coaches or retention specialists</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$36,000</td>
</tr>
<tr>
<td><strong>3. New or expanded career counseling staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>4. New or expanded IR staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>5. Coordination time (e.g. assigned Dean or staff member)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>6. Other Faculty / Staff Release time / Stipends to support work</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$35,000</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

**Total Guided Pathways-Related Incremental Staffing Costs:** $281,000
### Section 3: Incremental Fixed Costs on Guided Pathways

<table>
<thead>
<tr>
<th>A. Item</th>
<th>B. Annual Cost/Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>$5,000</td>
</tr>
<tr>
<td>1. Technology Fees - Software, licenses, etc.</td>
<td>$120,000</td>
</tr>
<tr>
<td>2. Technology Services - Costs to Implement / Support</td>
<td>$40,000</td>
</tr>
<tr>
<td>3. Guided Pathways Related Travel (including conference fees)</td>
<td>$25,000</td>
</tr>
<tr>
<td>4. Professional Dev. Costs for External Speakers / Content Experts</td>
<td>$20,000</td>
</tr>
<tr>
<td>5. Subscription Fees for Guided Pathways Projects / Consultant Fees</td>
<td>$0</td>
</tr>
<tr>
<td>6. Training for Advisors / Faculty / Staff on Guided Pathways</td>
<td>$20,000</td>
</tr>
<tr>
<td>7. External Evaluator Costs to Assess Guided Pathways Impact</td>
<td>$0</td>
</tr>
<tr>
<td>8. Other Fixed Cost #1</td>
<td>$0</td>
</tr>
<tr>
<td>9. Other Fixed Cost #2</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total for Incremental Fixed Costs:</strong></td>
<td><strong>$225,000</strong></td>
</tr>
</tbody>
</table>
# Section 4: Incremental Cost Summary

<table>
<thead>
<tr>
<th>A. Item</th>
<th>B. Annual Cost/Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staffing of Guided Pathways Efforts</td>
<td>$281,000</td>
</tr>
<tr>
<td>2. Incremental Fixed Costs</td>
<td>$225,000</td>
</tr>
</tbody>
</table>

**Total Incremental Guided Pathways Related Costs:** $506,000

**Incremental Costs Per Student:** $148
Section 5: Incremental Cost Summary

<table>
<thead>
<tr>
<th>A. Description</th>
<th>B. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tuition Revenue* for 24 incremental semester units (roughly equal to 1 FTE)</td>
<td>$3,005</td>
</tr>
<tr>
<td>2. Apportionment per FTE**</td>
<td>$2,747</td>
</tr>
</tbody>
</table>

Total Funding per FTE: $5,752  
Funding per Unit: $240

Note: Tuition in the SUNY system is $188 per unit, but is capped at 12 units each semester. Because line 1 above is based on incremental tuition, we need to estimate where incremental units fall. If they fall as units 13-18 in any given semester, there’s no incremental tuition revenue to the college. While this will happen, the bigger benefit of guided pathways should be from more students persisting long-term and completing; as such, we’ve estimated incremental tuition revenue at 2/3 the per unit amount (roughly $122.50/unit)

Note 2: Apportionment does not have the same issue and is estimated at its full rate
### Section 6: Incremental Units from Cohorts After Guided Pathways Reforms

<table>
<thead>
<tr>
<th>A. Description</th>
<th>B. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of Students in New Student Cohort (from Section 1 above)</td>
<td>3,409</td>
</tr>
<tr>
<td>2. Average Number of Total Semester Units Attempted Per Entering New Student Over 3-Year Period (for the last entering cohort for whom three years of data is available)</td>
<td>43.8</td>
</tr>
<tr>
<td>3. Improvement Goal - Enter a Percentage Increase in 3-year Average Total Attempted Units You Hope to Achieve due to Guided Pathways reforms</td>
<td>10.0%</td>
</tr>
<tr>
<td>4. Average Number of Total Units Attempted Per Entering New Student Over 3-Year Period If Improvement Goal from #3 is hit (calculated automatically)</td>
<td>48.2</td>
</tr>
<tr>
<td>5. Modeled Incremental Total Units Generated from New Students After Improvement Goal is Hit</td>
<td>14,931.4</td>
</tr>
<tr>
<td>6. Potential Revenue from Incremental FTE</td>
<td>$3,578,831</td>
</tr>
</tbody>
</table>
Section 7: Incremental Unit Estimate After Guided Pathways Reforms

<table>
<thead>
<tr>
<th>A. Description</th>
<th>B. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Annualized Cost of Program from Section 5</td>
<td>$506,000</td>
</tr>
<tr>
<td>2. Potential Revenue from Section 8</td>
<td>$3,578,831</td>
</tr>
<tr>
<td>3. Profit Margin on Potential Revenue*</td>
<td>55%</td>
</tr>
<tr>
<td>4. Net Revenue after Profit Margin Calculation</td>
<td>$1,968,357</td>
</tr>
<tr>
<td>5. Net Profit = Net Revenue - Annualized Cost</td>
<td>$1,462,357</td>
</tr>
<tr>
<td>6. Estimate of Return on Investment (ROI)</td>
<td>289%</td>
</tr>
</tbody>
</table>
Pathways Summarized: College Videos
Links to Videos

• St. Petersburg College (3:34 running time)
  ✓ St. Petersburg Video

• Sinclair Community College (5:16 running time)
  ✓ Sinclair Video

• Laramie County CC (3:10 running time)
  ✓ Laramie County Video

• Indian River State College (0:55 running time)
  ✓ Indian River Video
Conclusion

• Economic mobility matters – and it matters most to your FTIC and low-income students

• Guided pathways can be a strong lever for helping more students complete college and enter the workforce and achieve family security, personal growth and professional advancement.

  ✓ Strengthening the financial stability of students can improve their chances of staying on path and succeeding

• Excitement about the next five years – especially when we tie guided pathways reforms to financial stability (teeing up the next session!).
Find Out More

• NCII & CCRC websites:
  www.ncii-improve.com & ccrc.tc.columbia.edu

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