

Equity, Economic Mobility & Guided Pathways

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SUNY Student Success Center

Institute #1

March 2018

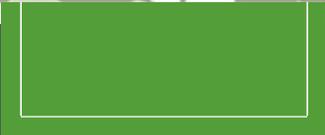


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Agenda

- **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



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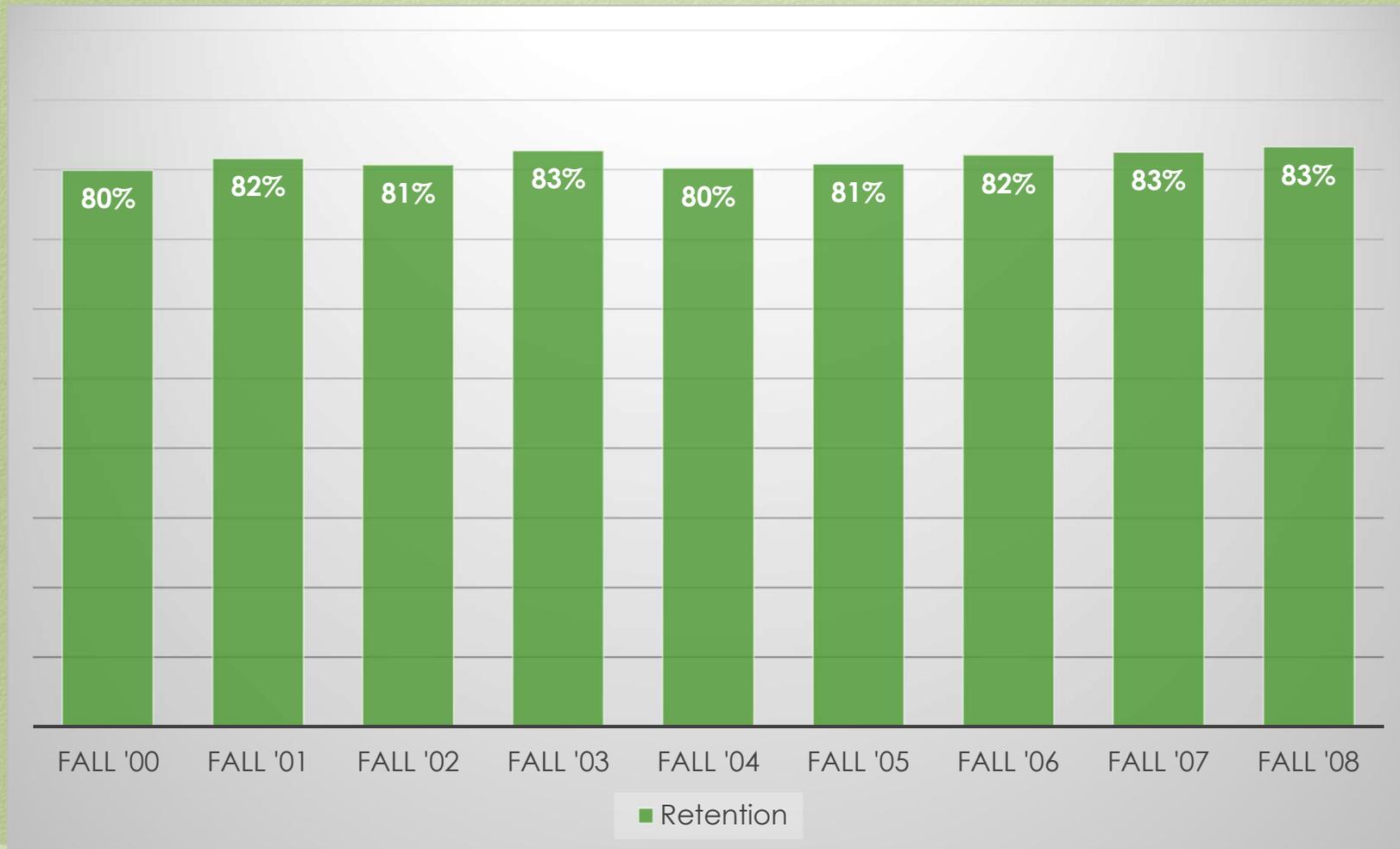
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A Mystery...

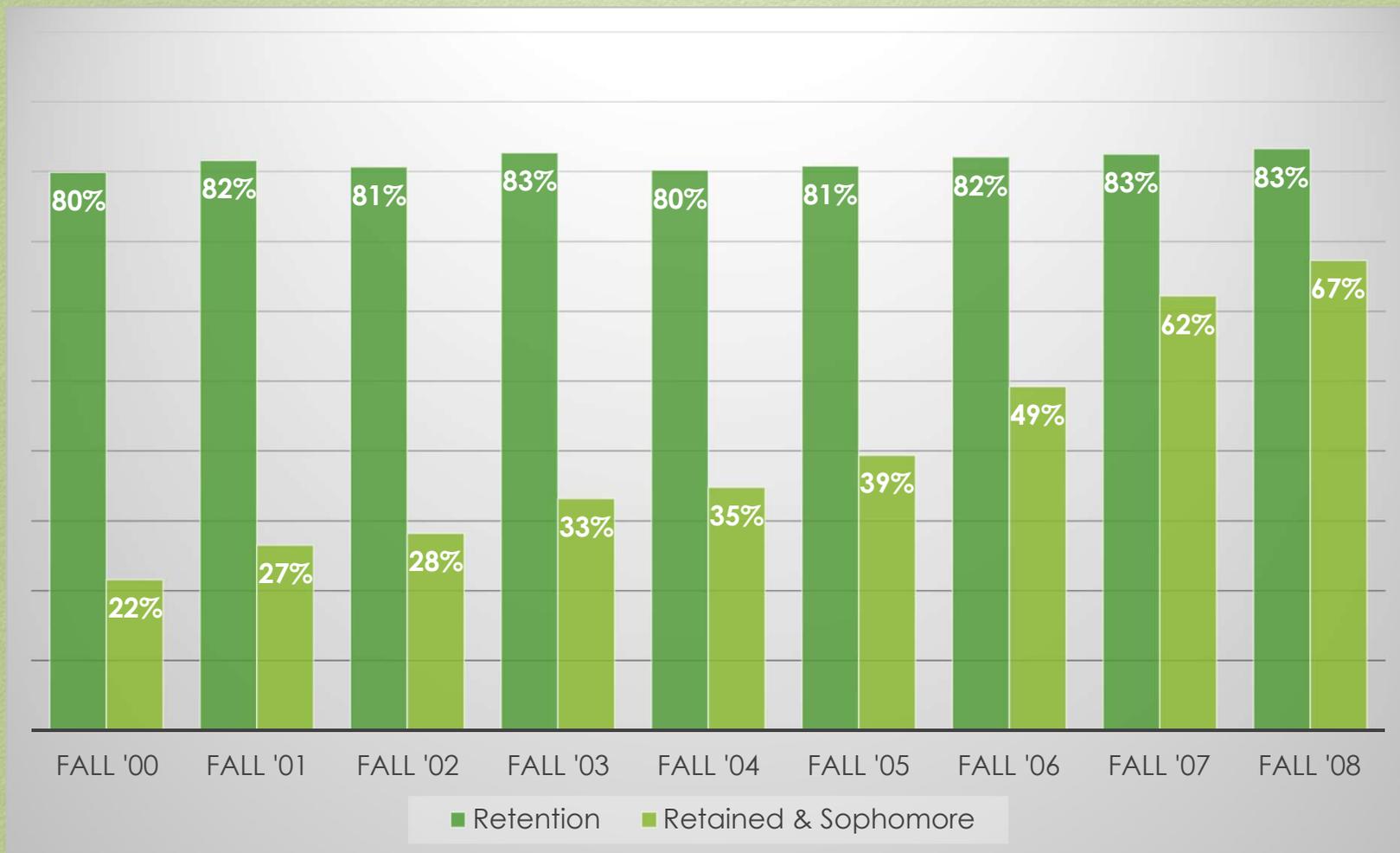
- The graduation rate at Georgia State University was 31% in the early 2000s
 - Not unusual for an urban, regional 4-year state university
- So they looked at a common metric – Fall-to-Fall retention, but didn't stop there...



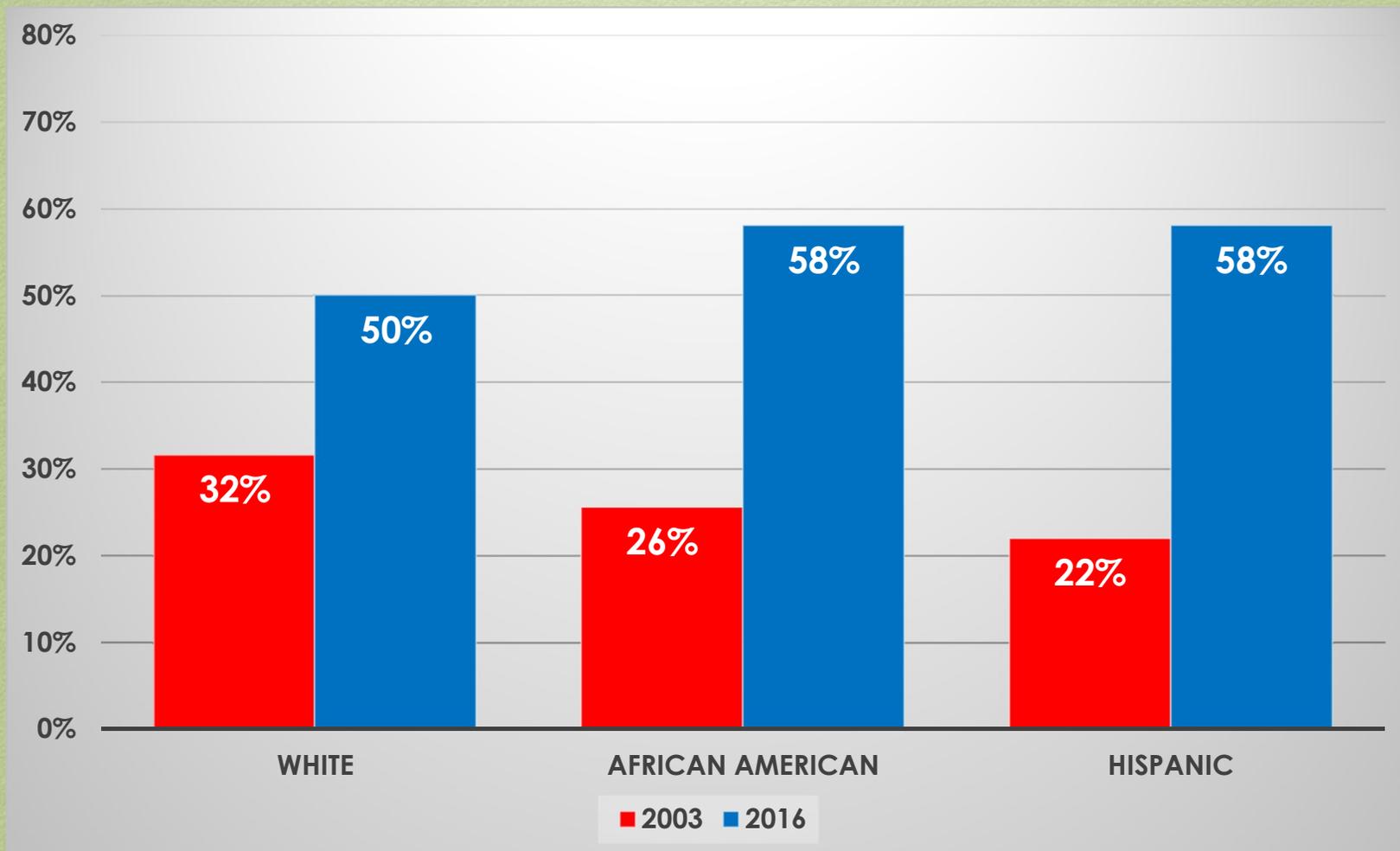
First Year to Second Year Retention, Georgia State University



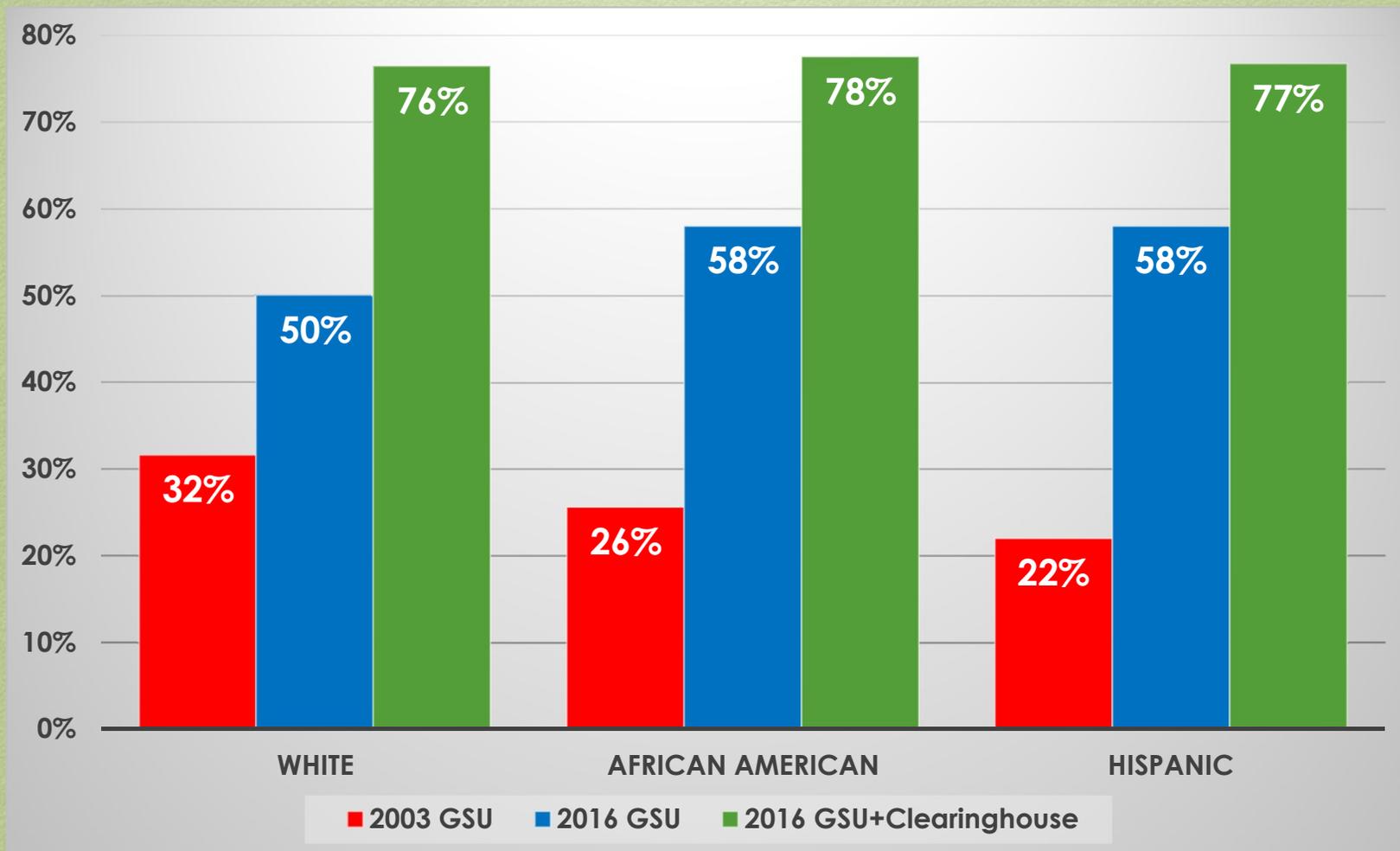
First Year Retention & Sophomore Status Rates - Georgia State University

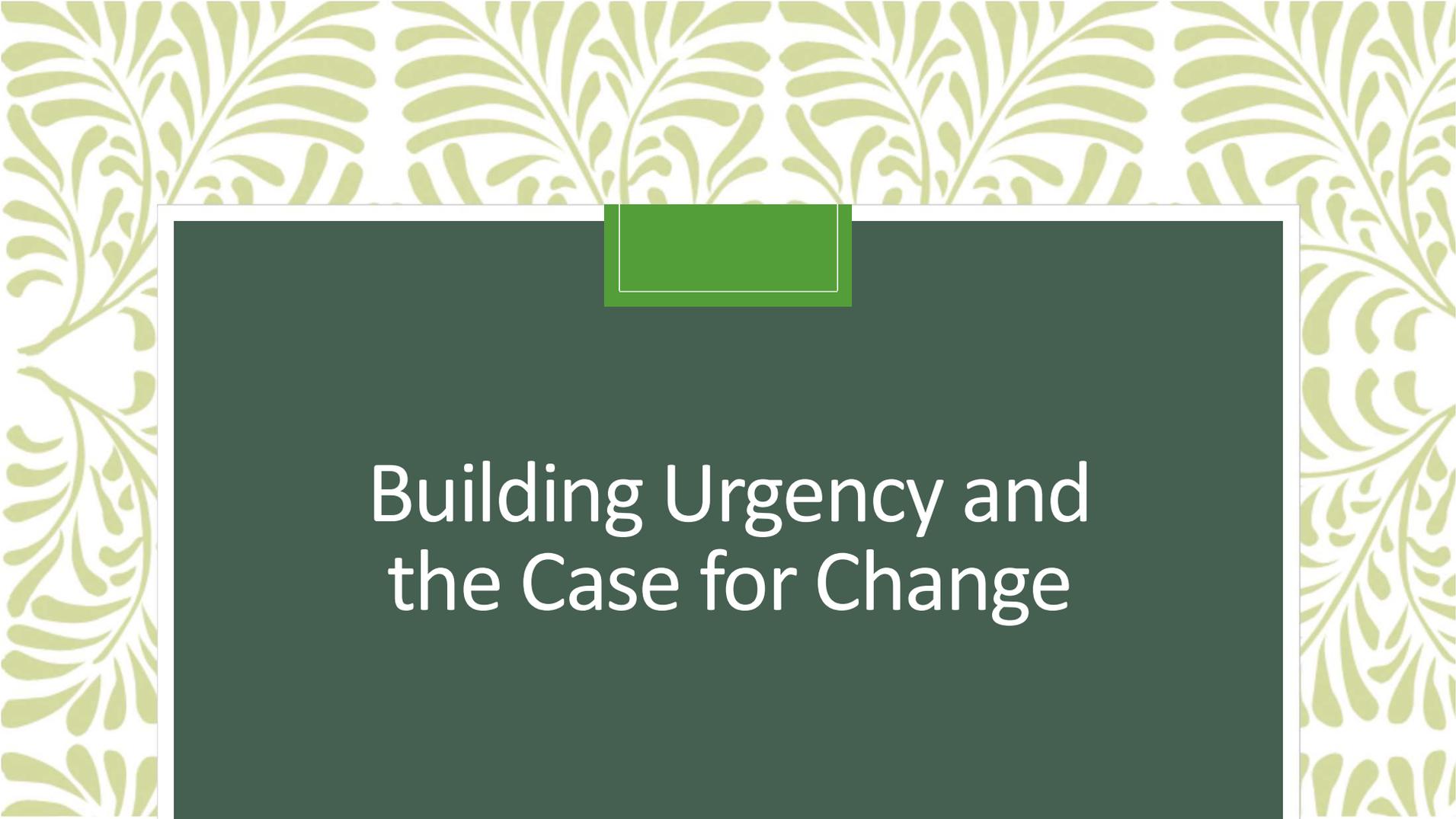


Graduation Rates by Race/Ethnicity - Georgia State University



Graduation Rates by Race/Ethnicity – GSU + Clearinghouse Graduation Data





Building Urgency and the Case for Change



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Economic Mobility & Higher Education: The Equality of Opportunity Project



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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 imp. - 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...

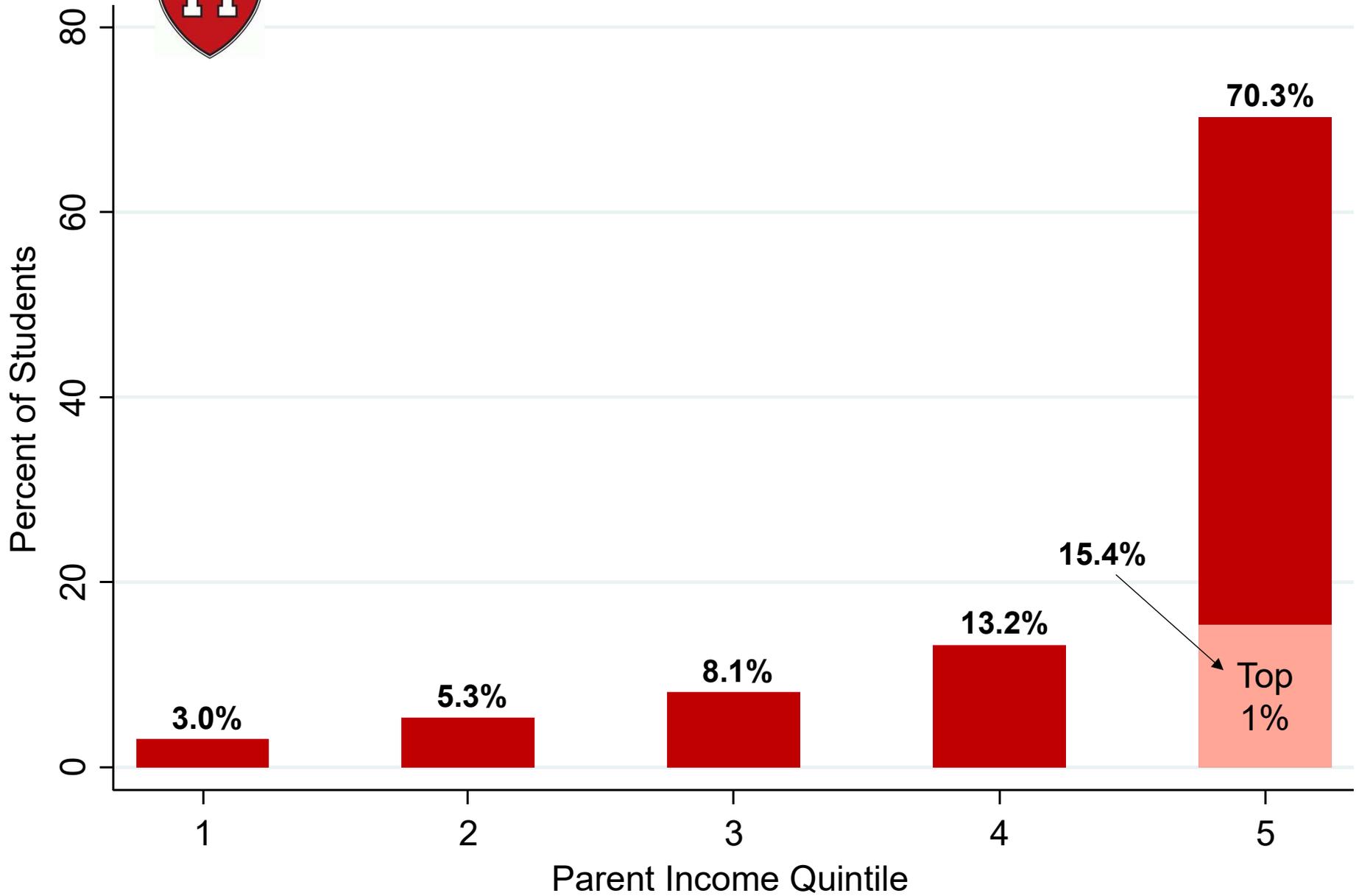
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
 - ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets





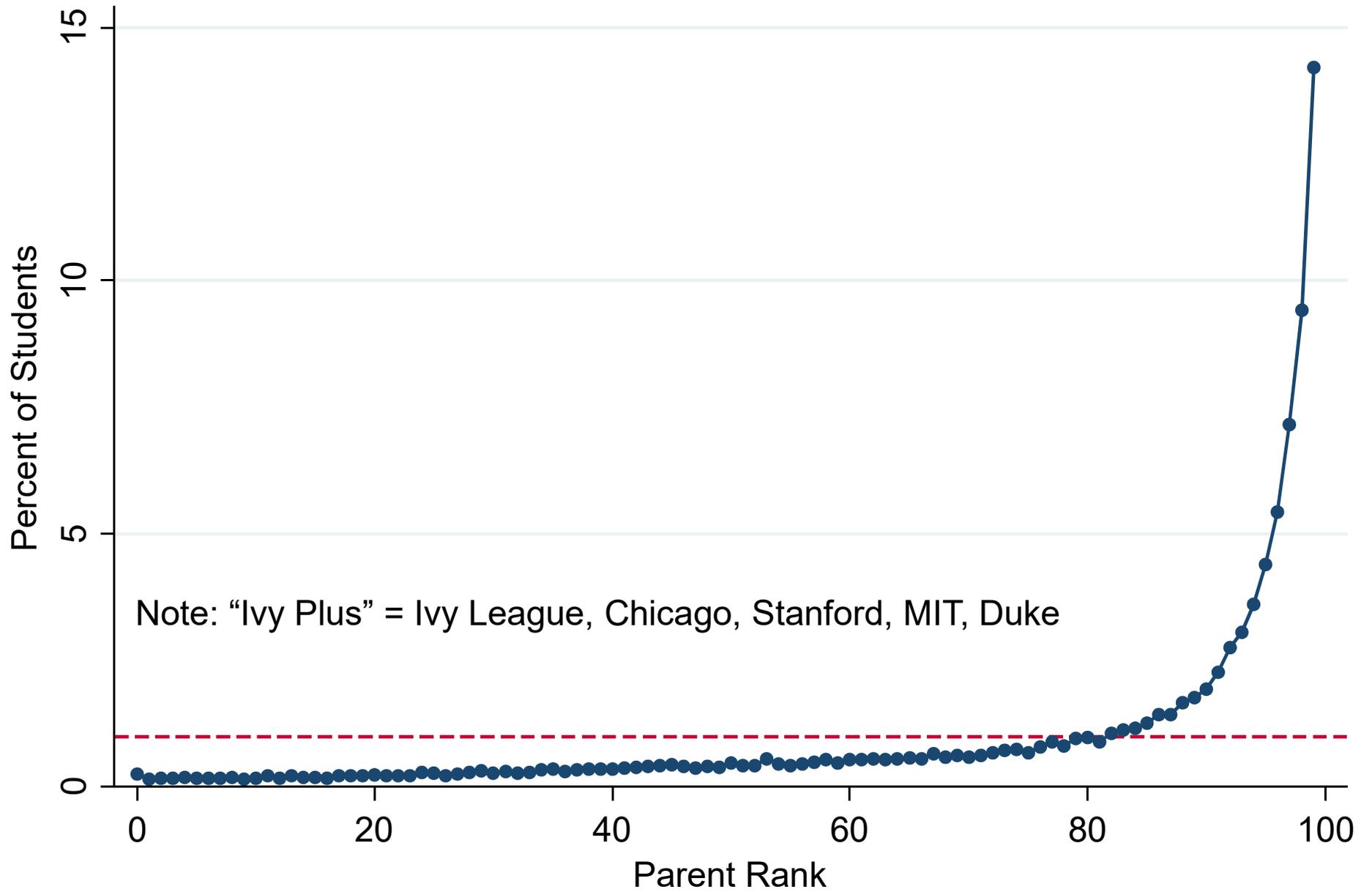
Parent Income Distribution at Harvard

1980-82 Child Birth Cohorts



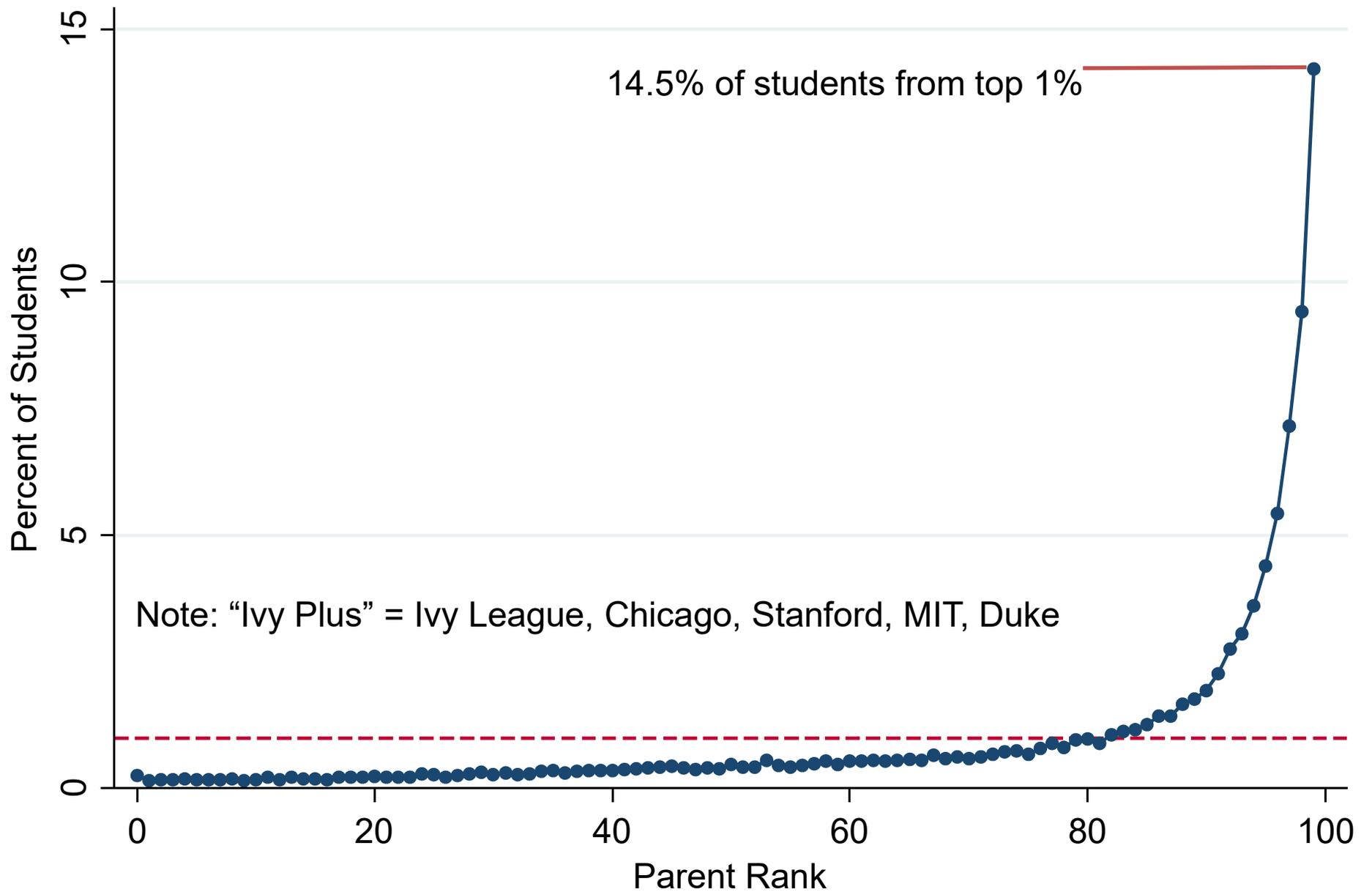
Parent Income Distribution by Percentile

Ivy Plus Colleges



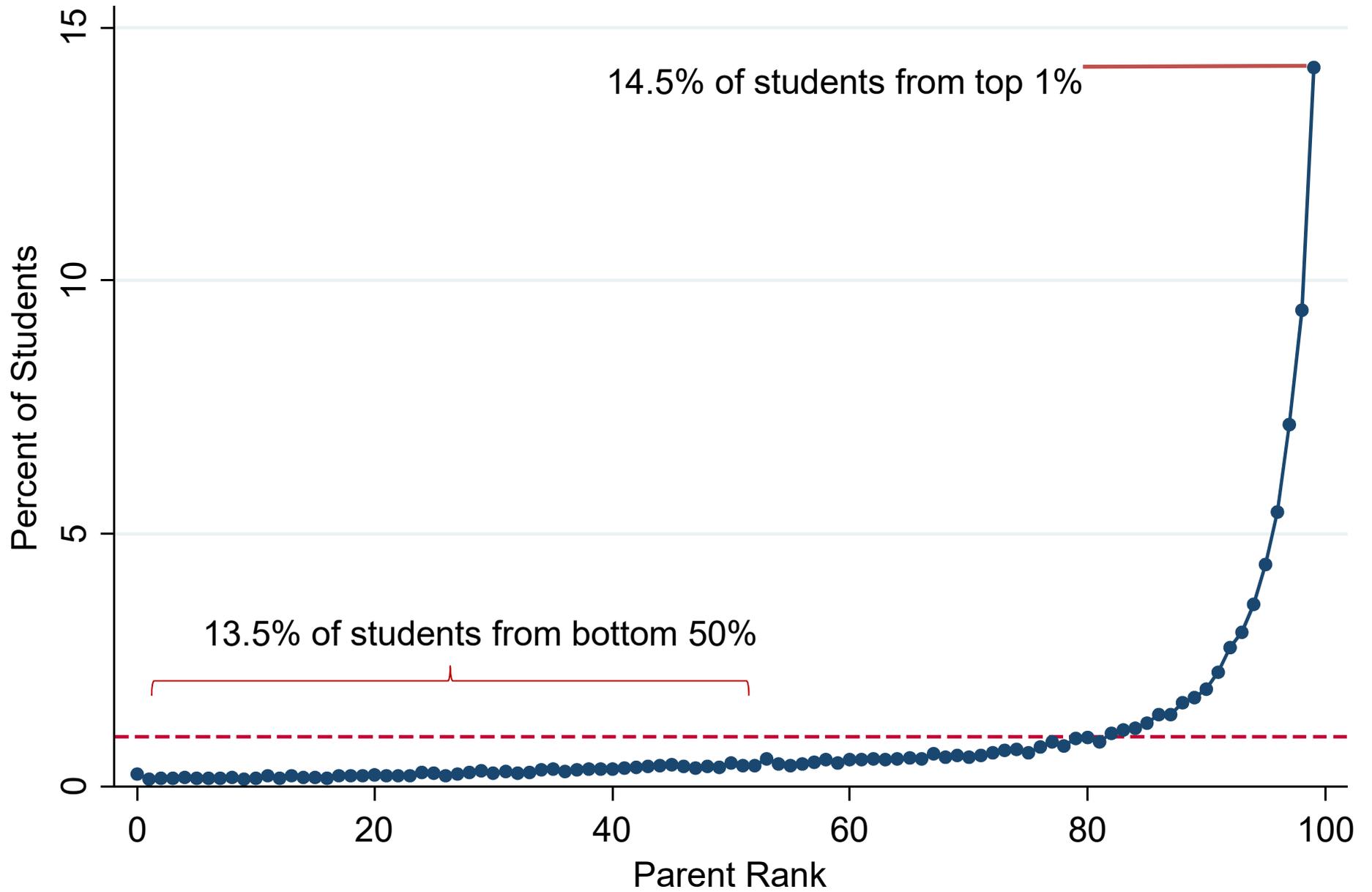
Parent Income Distribution by Percentile

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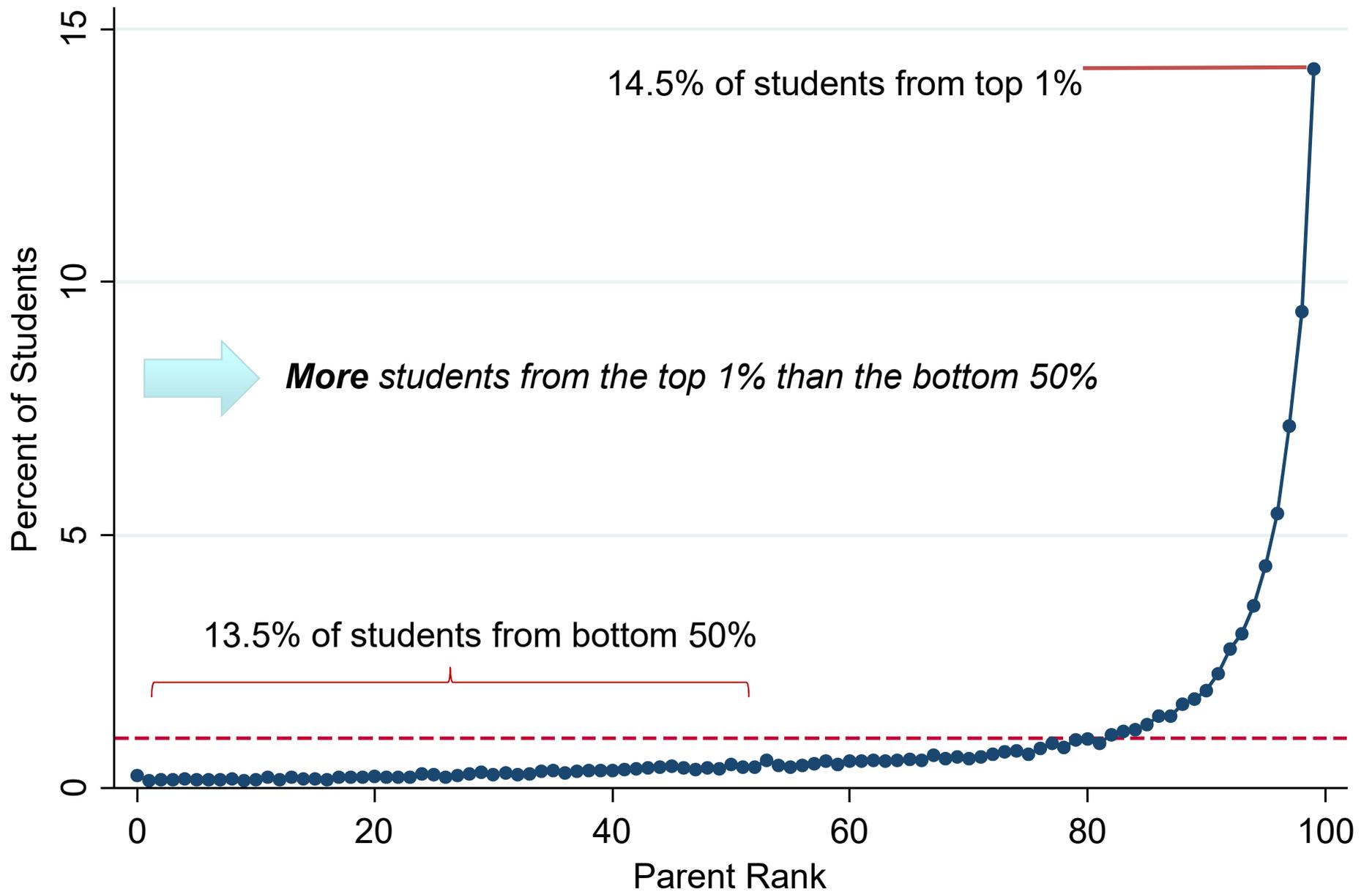
Parent Income Distribution by Percentile

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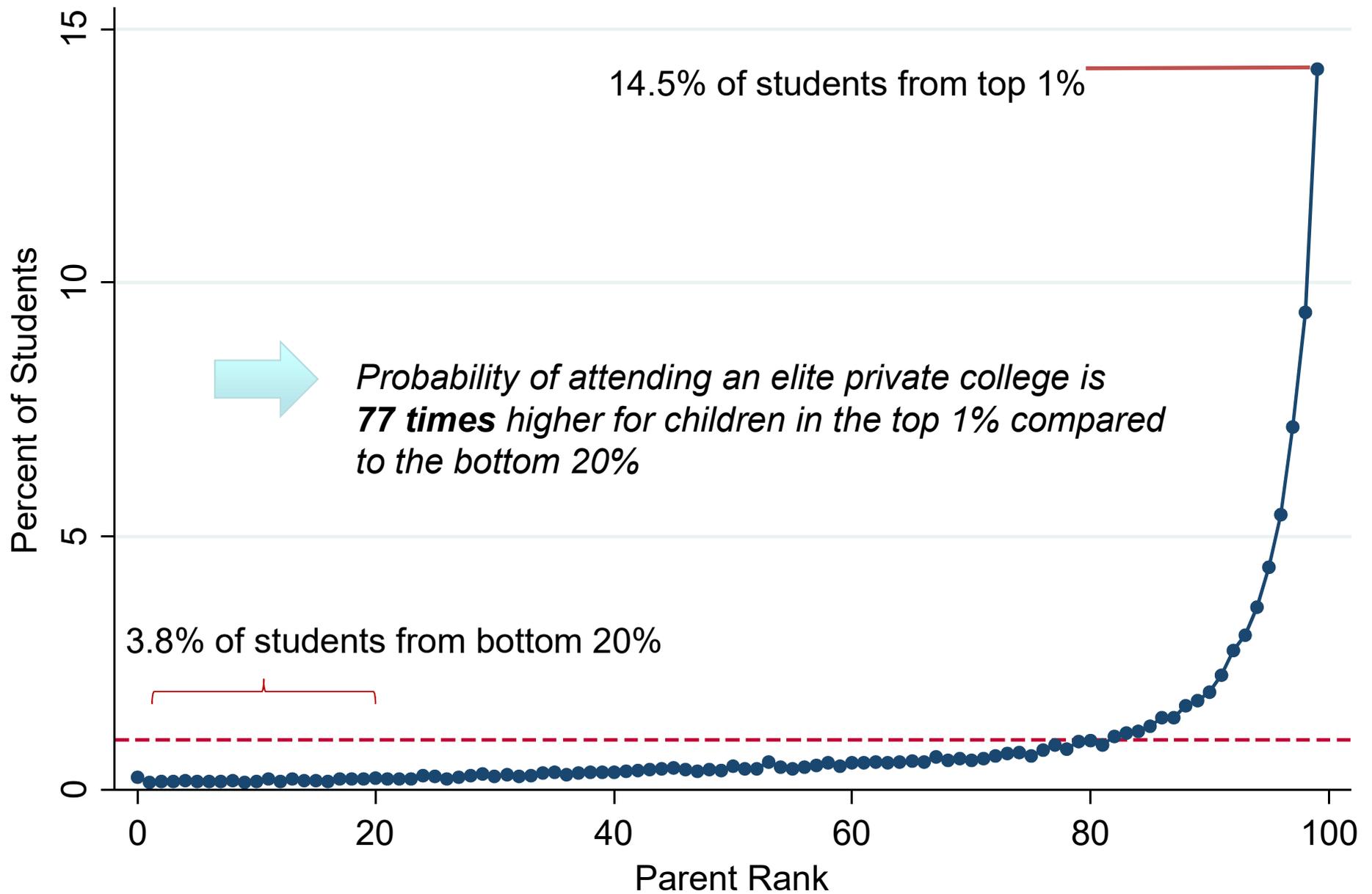
Parent Income Distribution by Percentile

Ivy Plus Colleges



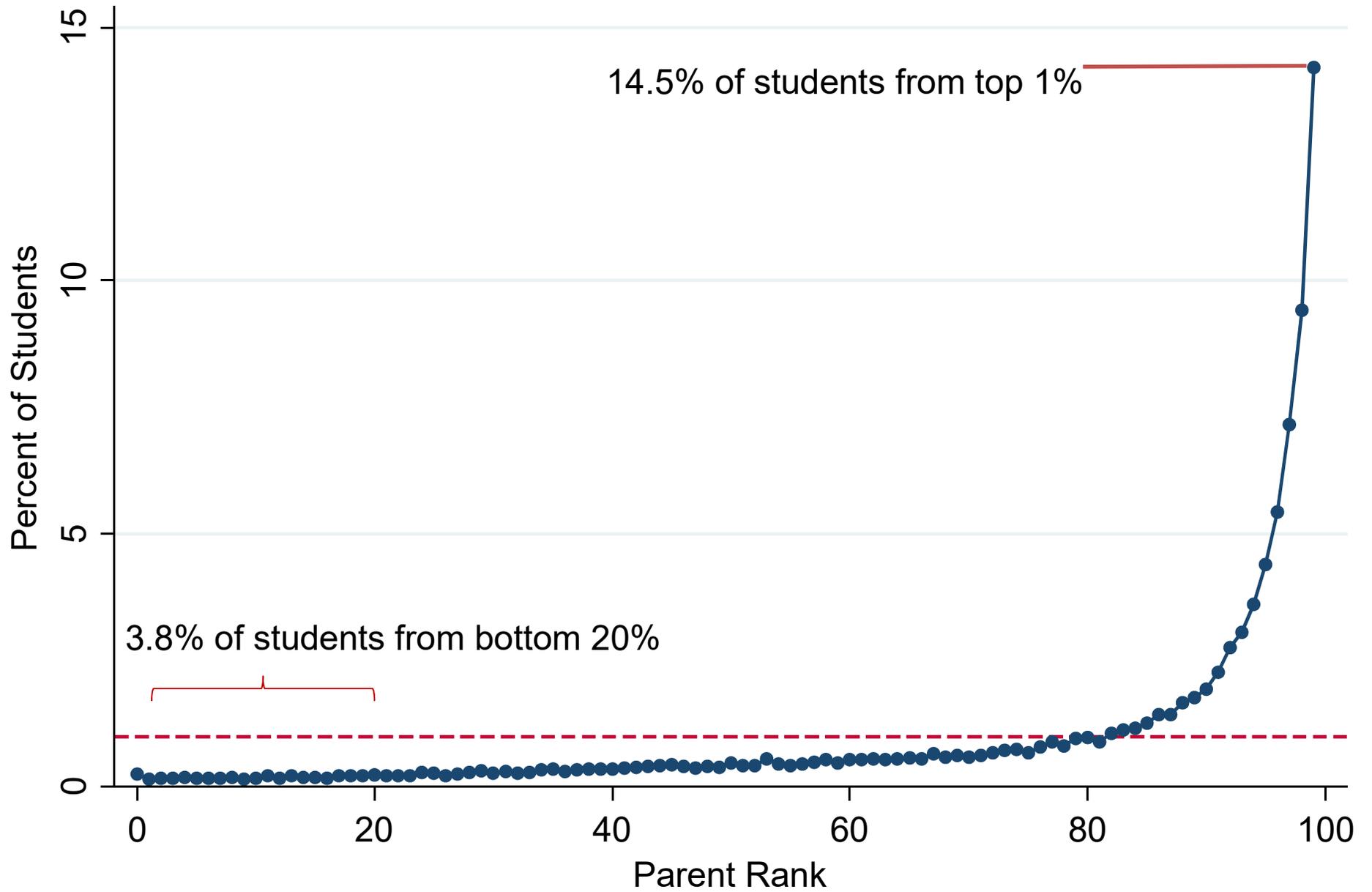
Parent Income Distribution by Percentile

Ivy Plus Colleges

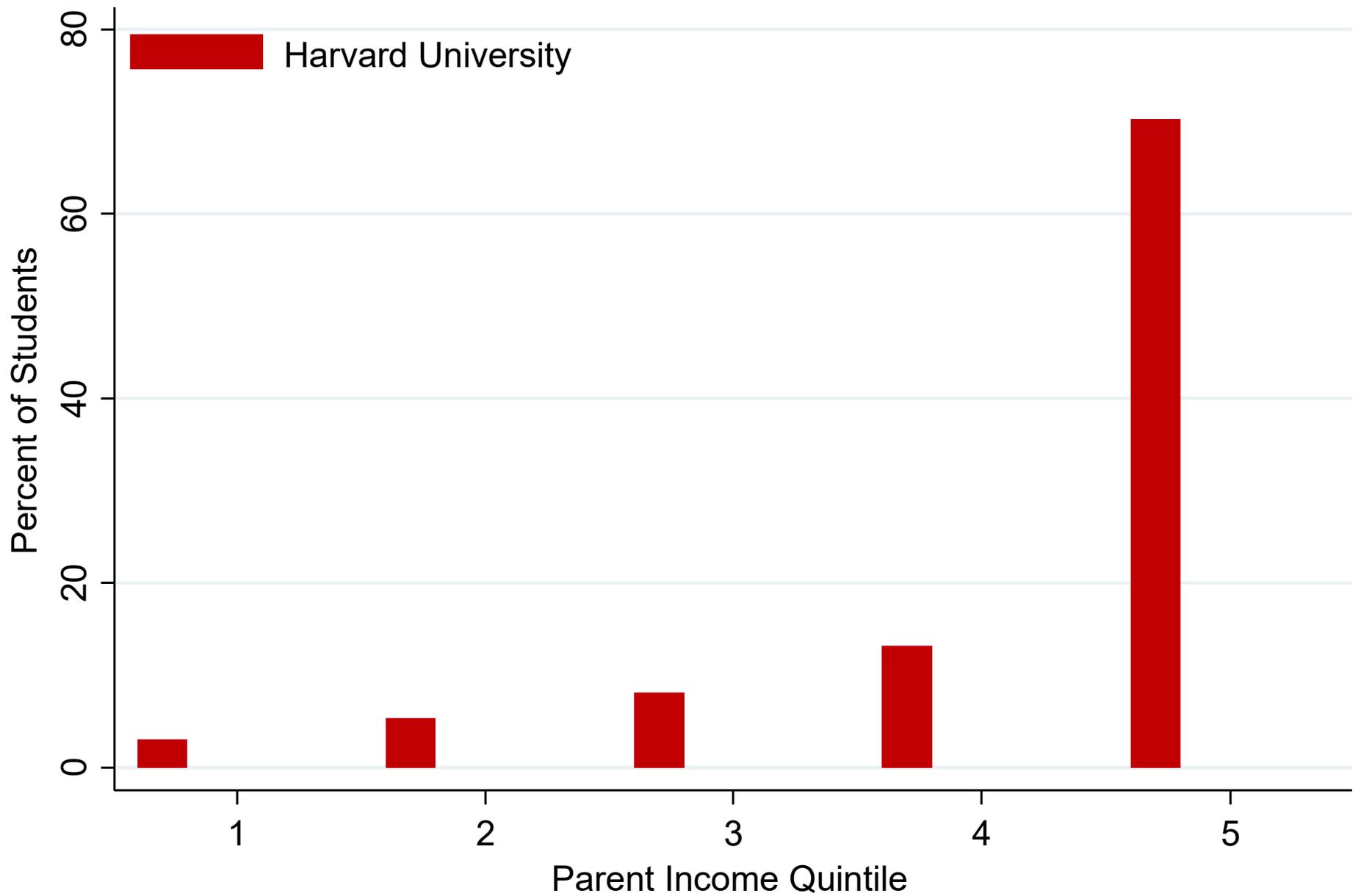


Parent Income Distribution by Percentile

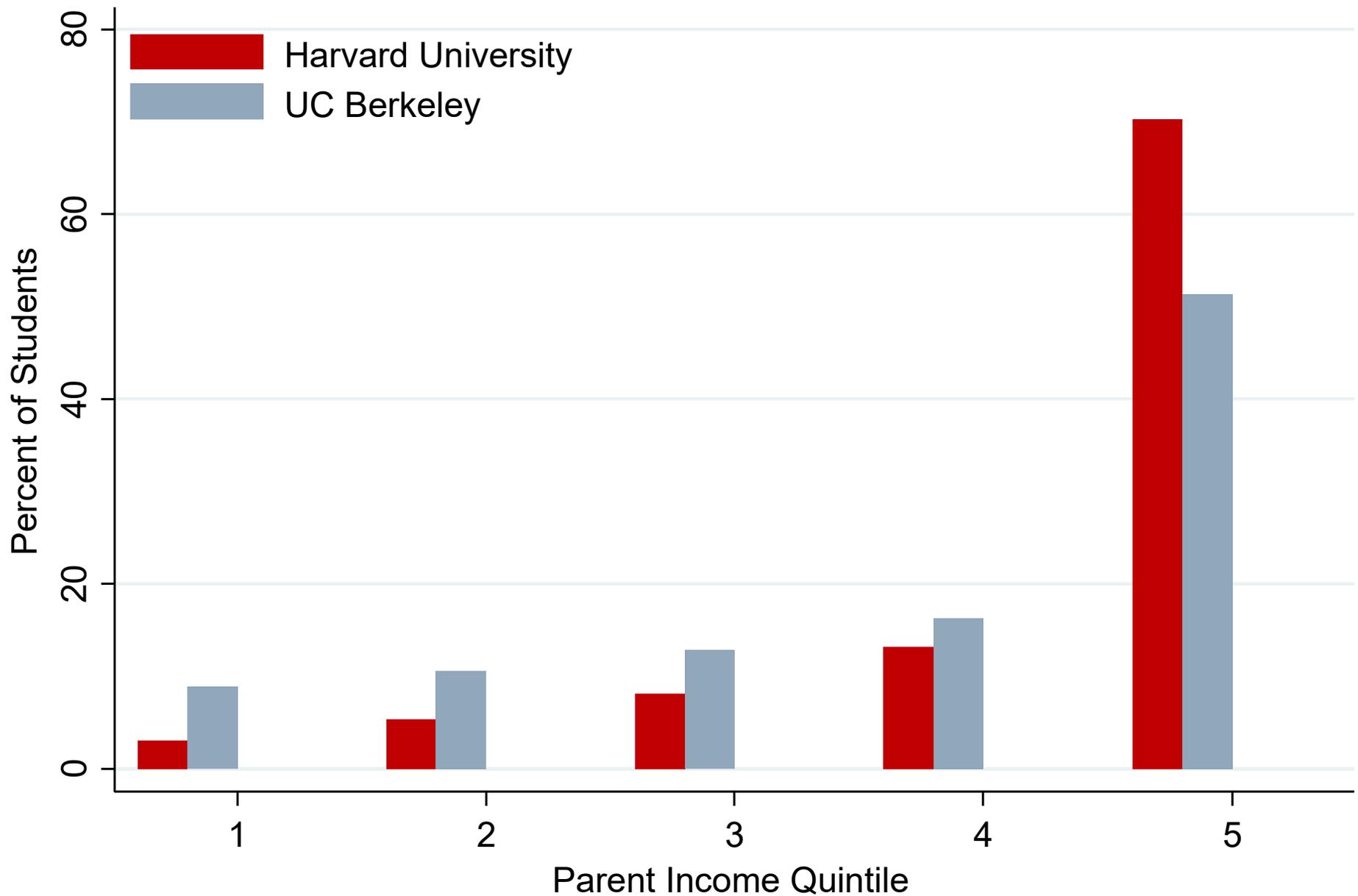
Ivy Plus Colleges



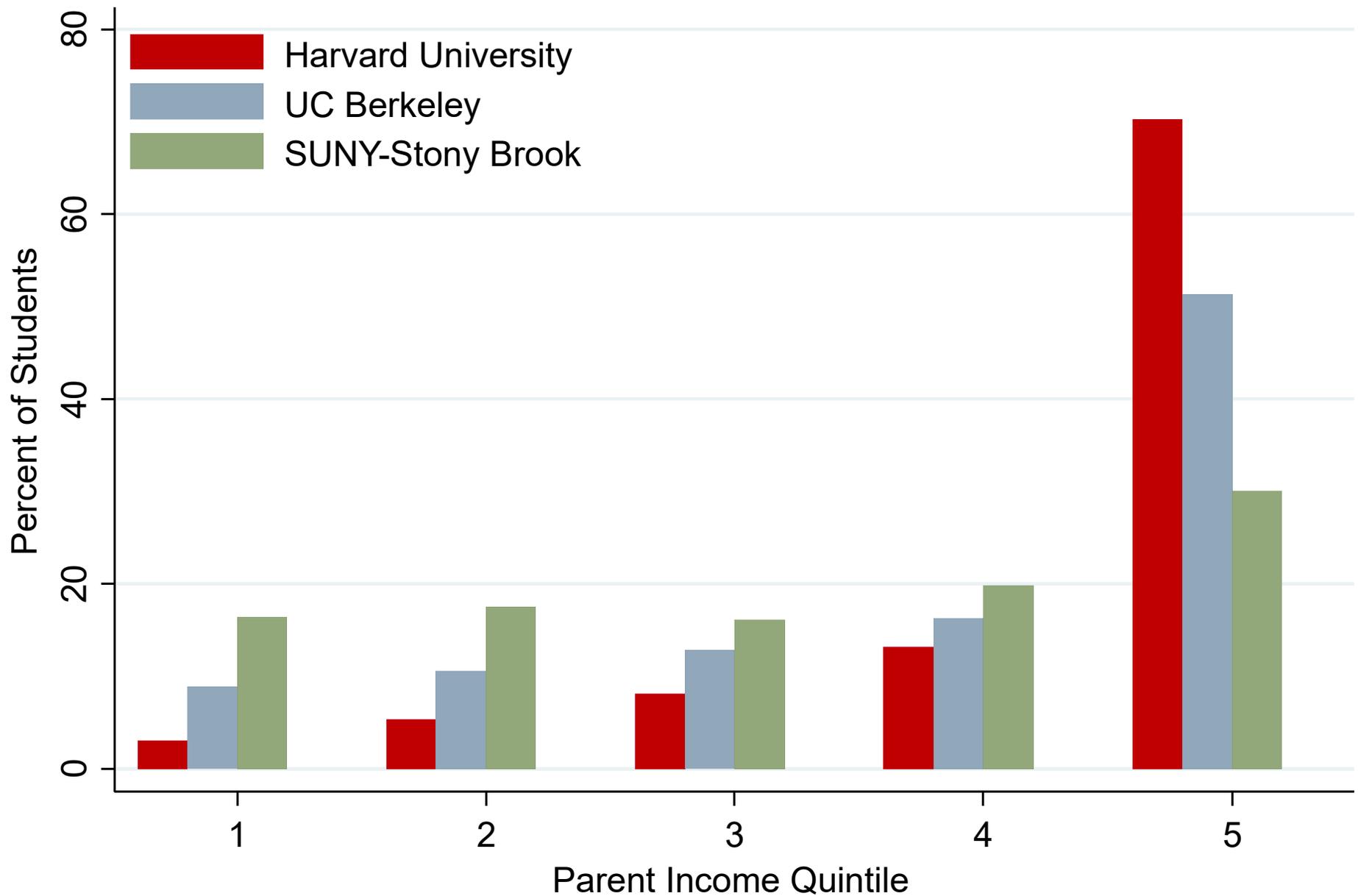
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges



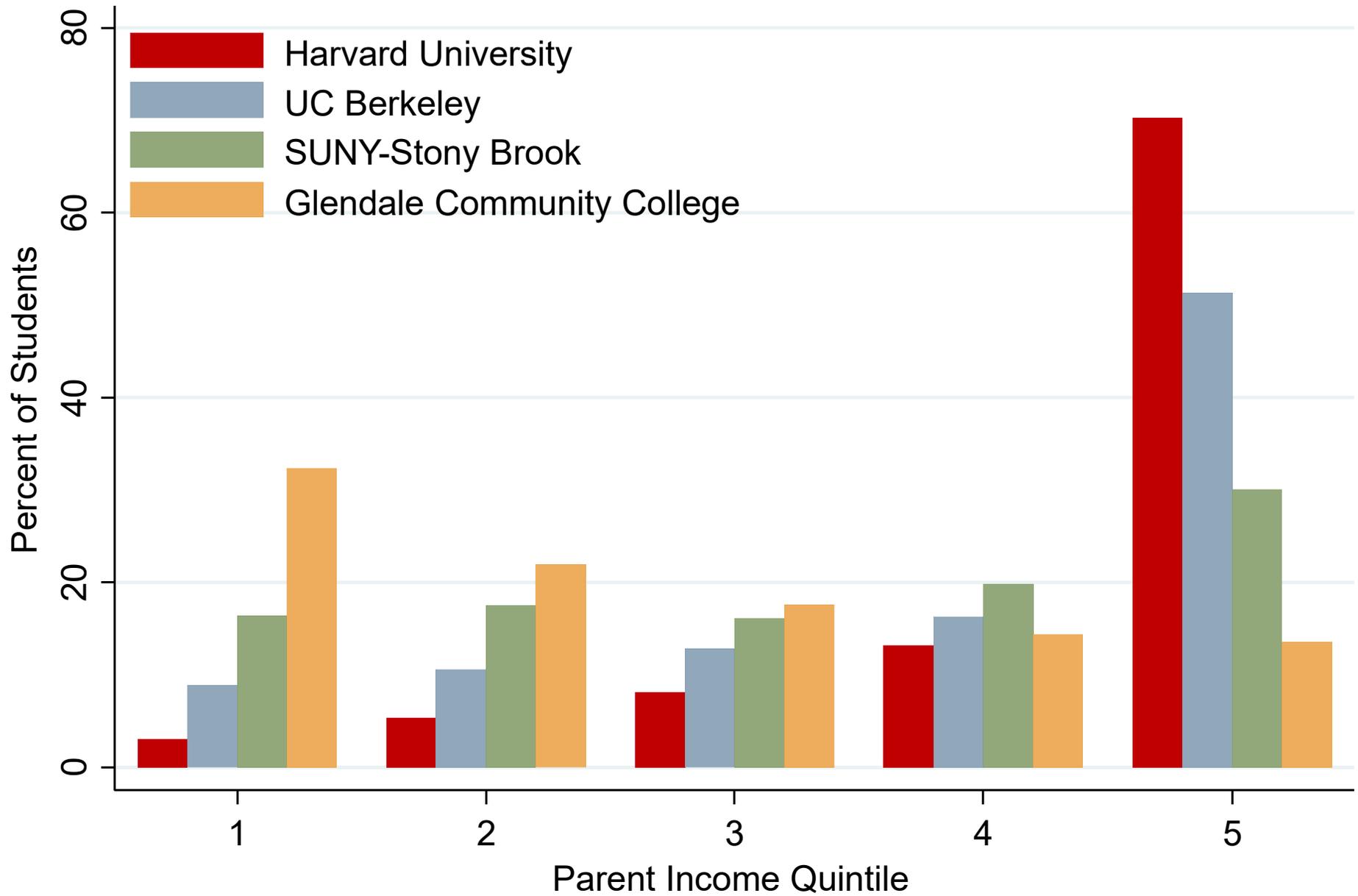
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges



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



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



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





Our Best Chance for Equity: Guided Pathways & Financial Stability Approaches



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A 3D perspective view of a complex maze made of white walls. The maze is composed of many interconnected paths and dead ends, creating a dense and confusing structure. In the lower-left quadrant, a small figure of a person wearing an orange shirt and blue pants stands in one of the paths, looking towards the center of the maze. The lighting is bright, casting soft shadows that emphasize the three-dimensional nature of the walls.

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 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

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

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

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

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 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 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

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; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)





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Round 1: What Do New Students Ask Advisors?



Round 1

XXX



Career Options

31

**How much fin.
Aid can I get?**

9

**What Courses
Should I Take?**

25

**Will my credits
Transfer?**

3

**How long will
it take?**

18

**How much will
it cost?**

14



SHOW
QUESTION

HIDE
QUESTION



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%*



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...



Round 2: Why Are _____ So Successful?



Round 2

XXX



Motivation	24	Peer support	11
Clear course Paths	20	Ticking time clock	7
Chair / Coach	17	Discipline / accountability	5
Mandatory Support	14	Uniforms	2



SHOW QUESTION

HIDE QUESTION



Win



Lose



Cheer



Boo



Silence



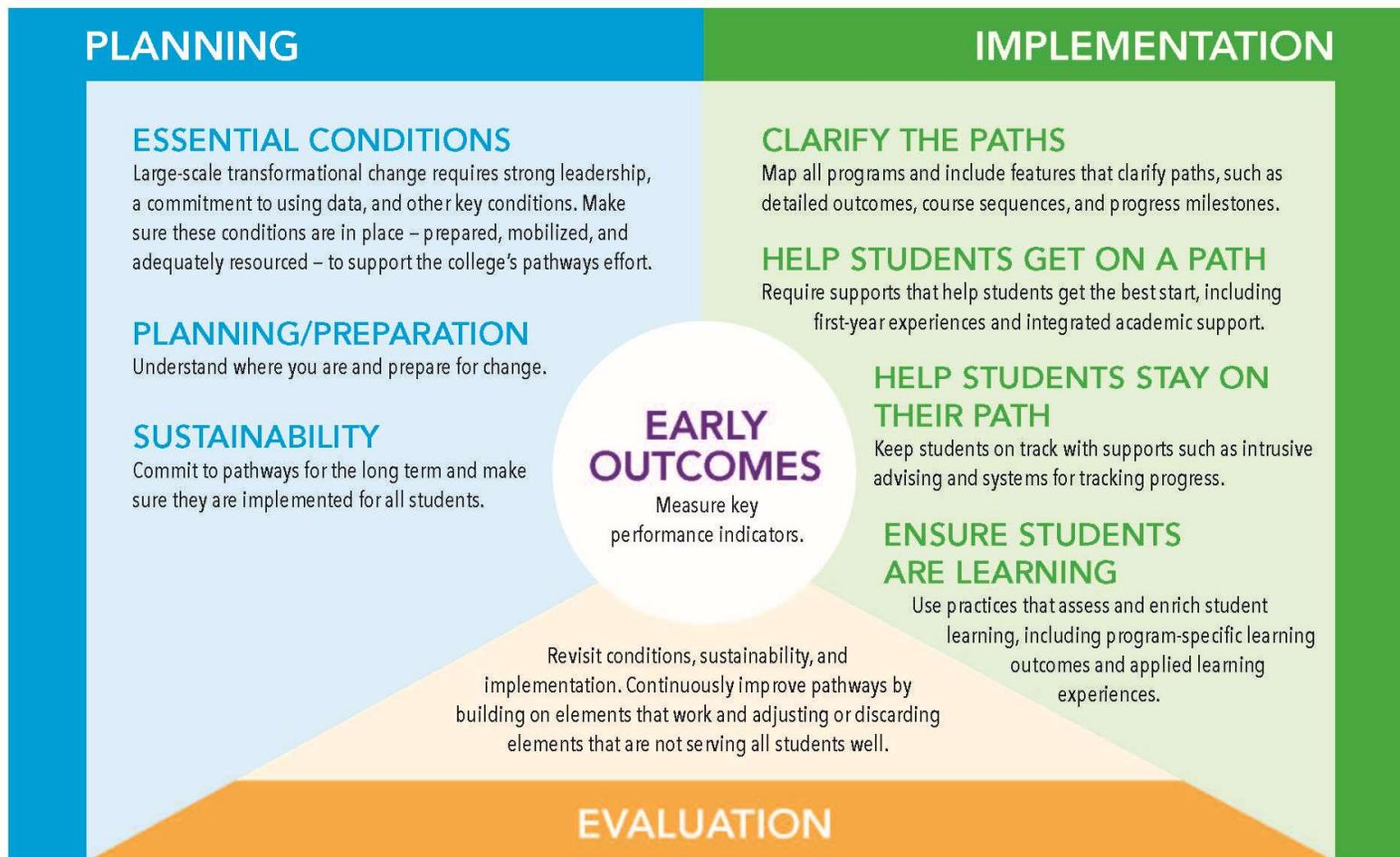
Guided Pathways Overview





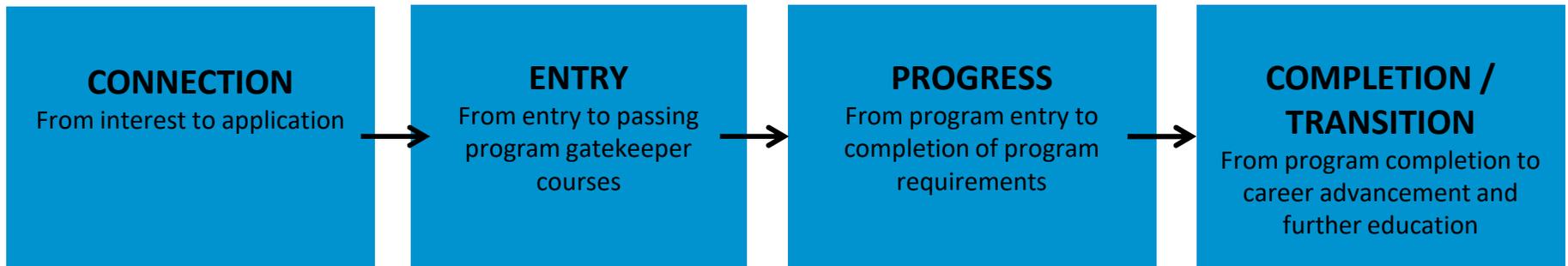
Guided Pathways: Planning, Implementation, Evaluation

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.



The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

Major Decisions Along the Path



- 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

From:

To:

Alphabetical program list



Academic / career communities
("meta-majors")

A la carte courses (distribution requirements and electives)



Program maps with course sequences, critical courses, co-curricular requirements

Algebra as default math path



Program/field-specific math paths

Certificates vs. degrees



Degree pathways with embedded certificates/certifications

Connections to careers & transfer unclear



Career & transfer opportunities/requirements clearly specified

Rethinking Student On-boarding

From:

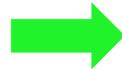
To:

Job/transfer support for near completers



Career/college exploration and planning for all from the start

Current semester schedule



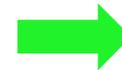
Full-program plan

Academic assessment



Holistic assessment

Pre-requisite remediation



Co-requisite academic support

Algebra and English comp



Critical program courses

A la carte dual HS credit



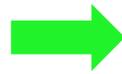
Exploration of program pathways beginning in HS

Rethinking Student Advising

From:

To:

Info “dump” at orientation



**JIT support for major decisions
along the path**

Scheduling available courses
to suit college schedule



**Scheduling courses on the student’s
plan to fit their schedule**

Full-time vs. part-time



On-plan vs. off-plan

Advising vs. teaching



Advisors teach and faculty advise

Rethinking Teaching and Learning

From:

To:

Gen ed learning outcomes



Meta-major learning outcomes

Generic gen eds



Contextualized gen eds

In-class learning



Curricular + co-curricular learning

Student transcripts



Portfolios

Rethinking Financial Supports...

From:

Traditional financial aid
(grants, loans, scholarships)



To:

Holistic supports (public benefits
like SNAP, housing assistance)

Waiting for students to ask
for assistance



Standard intake / screening form

Isolated services



Bundled, integrated services

Off-campus referrals to
community partners



On-campus partner presentations
and individualized assistance





“We are Already Doing It”

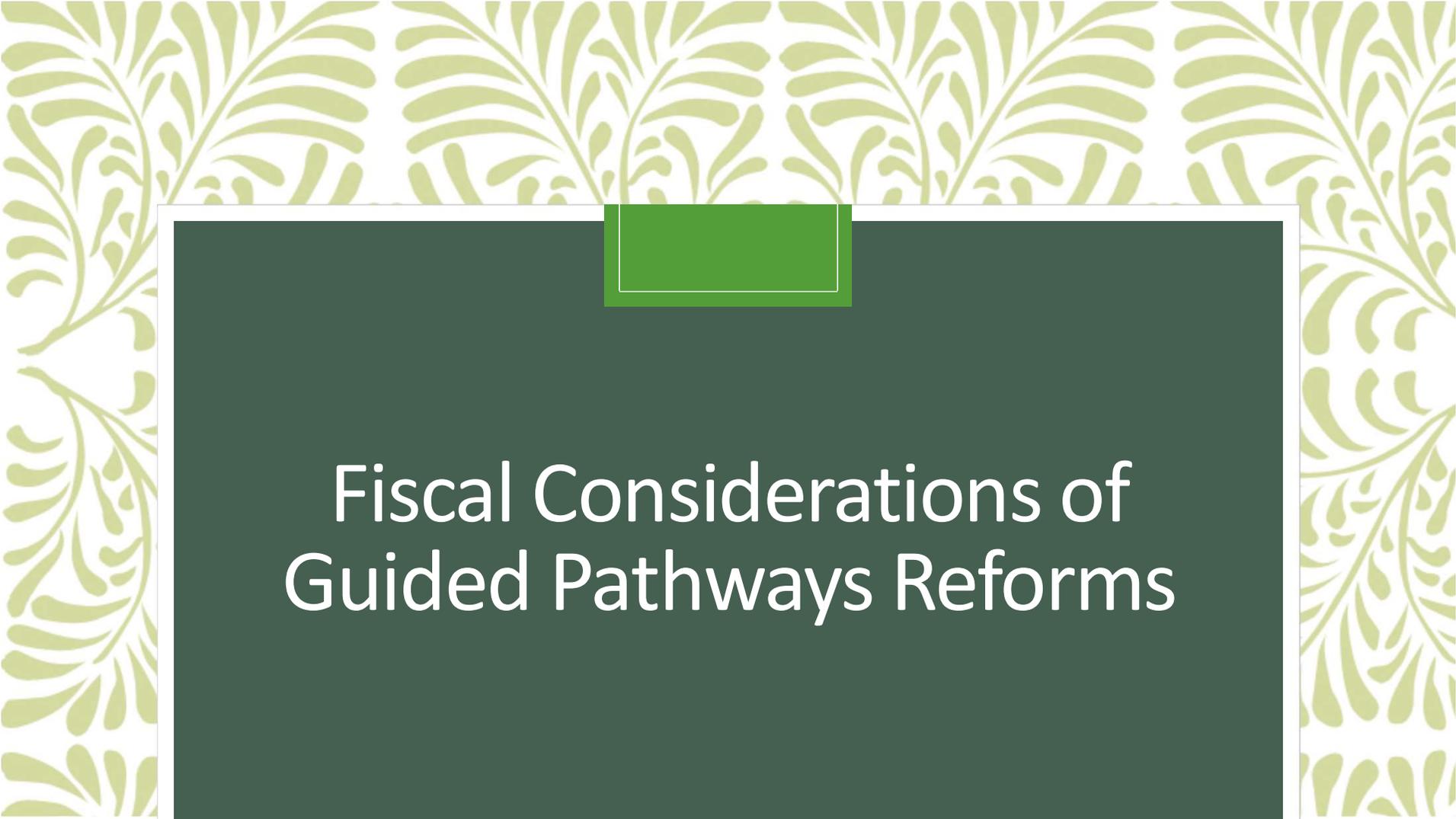
(Don't Need Another State or National Initiative)

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



Fiscal Considerations of Guided Pathways Reforms



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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

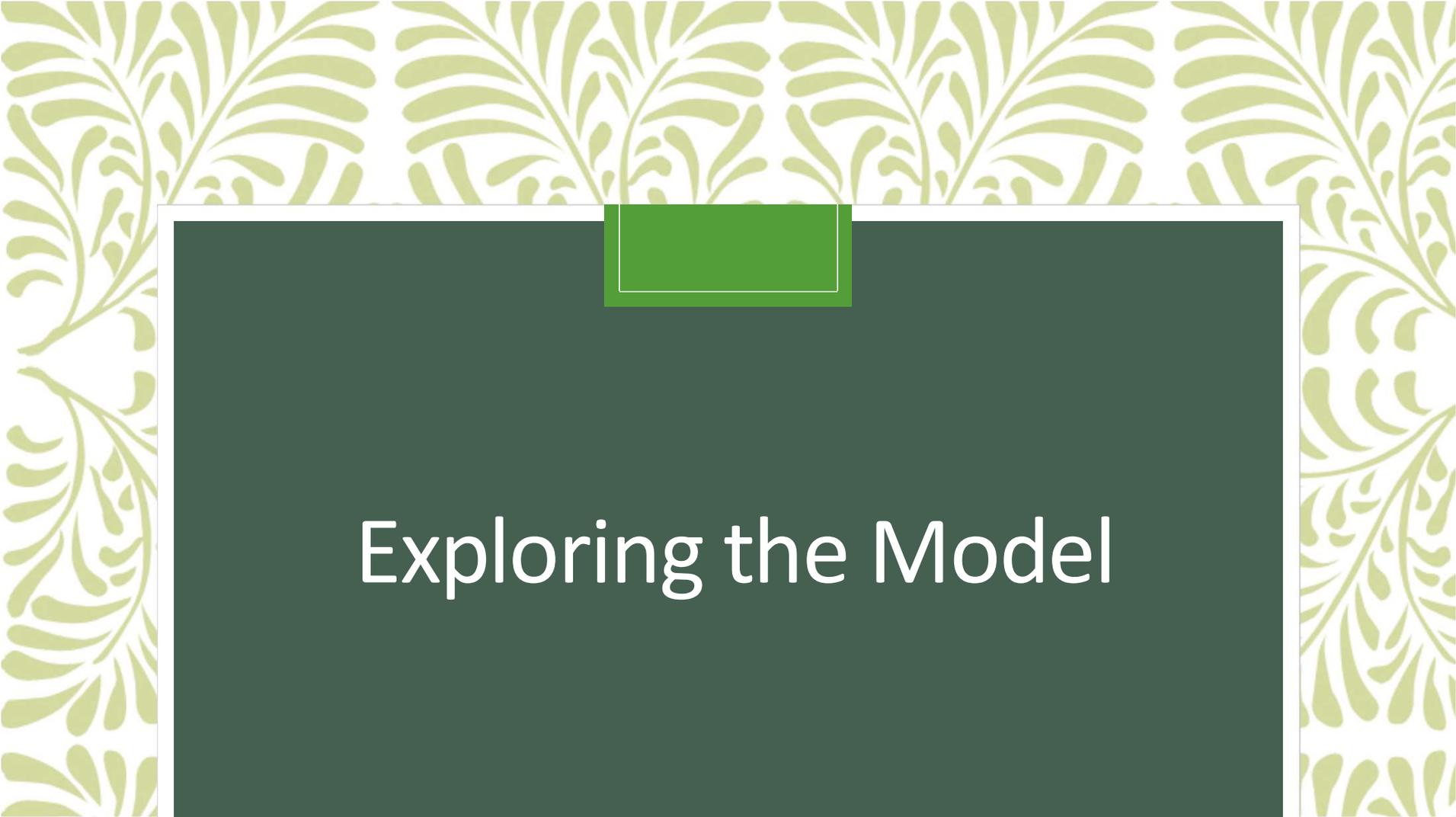
- This is not a sophisticated economic model
- It doesn't take into account economics concepts such as net present value (NPV), economic rates of return (IRR), discounting, etc.
- Ultimately, it is designed to be an order of magnitude demonstration and to start conversations on your campus (not end them)!



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



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Section 1: Cohort Size

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

	A. Description	B. Students Served
1.	New FTEIC Students in Entering Cohort in a Given Academic Year	3,409



Section 2: Incremental Staffing Costs (You Can't Read This)

Section 2: Staffing of Guided Pathways Related Efforts

	A. Position Title	B. No. of Hourly Employees	C. Hourly Rate	D. Annual Hours Per Employee	E. FTE for Work	F. Annual Salary	G. Annual Benefits Cost	H. Fixed Annual Budget for Support Type	I. Total Cost for Support Type
	<i>Example - Hourly</i>	6	\$10.00	80					\$4,800
	<i>Example - FTE</i>				0.5	\$66,000	\$26,400		\$46,200
	<i>Example - Annual Budget</i>							\$18,400	\$18,400
1.	New or expanded advisors	0	\$0.00	0	3	\$55,000	\$15,000	\$0	\$210,000
2.	New or expanded completion coaches or retention specialists	10	\$15.00	240	0	\$0	\$0	\$0	\$36,000
3.	New or expanded career counseling staff	0	\$0.00	0	0	\$0	\$0	\$0	\$0
4.	New or expanded IR staff	0	\$0.00	0	0	\$0	\$0	\$0	\$0
5.	Coordination time (e.g. assigned Dean or staff member)	0	\$0.00	0	0	\$0	\$0	\$0	\$0
6.	Other Faculty / Staff Release time / Stipends to support work	0	\$0.00	0	0	\$0	\$0	\$35,000	\$35,000
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

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



Section 2: Incremental Staffing Costs (2 of 2)

Section 2: Staffing of Guided Pathways Related Efforts

	A. Position Title	E. FTE for Work	F. Annual Salary	G. Annual Benefits Cost	H. Fixed Annual Budget for Support Type	I. Total Cost for Support Type
	<i>Example - Hourly</i>					\$4,800
	<i>Example - FTE</i>	0.5	\$66,000	\$26,400		\$46,200
	<i>Example - Annual Budget</i>				\$18,400	\$18,400
1.	New or expanded advisors	3	\$55,000	\$15,000	\$0	\$210,000
2.	New or expanded completion coaches or retention specialists	0	\$0	\$0	\$0	\$36,000
3.	New or expanded career counseling staff	0	\$0	\$0	\$0	\$0
4.	New or expanded IR staff	0	\$0	\$0	\$0	\$0
5.	Coordination time (e.g. assigned Dean or staff member)	0	\$0	\$0	\$0	\$0
6.	Other Faculty / Staff Release time / Stipends to support work	0	\$0	\$0	\$35,000	\$35,000
Total Guided Pathways-Related Incremental Staffing Costs:						\$281,000



Section 3: Incremental Fixed Costs

Section 3: Incremental Fixed Costs on Guided Pathways

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



Section 4: Incremental Cost Summary

Section 4: Incremental Cost Summary		
	A. Item	B. Annual Cost/Budget
1.	Staffing of Guided Pathways Efforts	\$281,000
2.	Incremental Fixed Costs	\$225,000
	Total Incremental Guided Pathways Related Costs:	\$506,000
	Incremental Costs Per Student:	\$148



Section 5: Incremental Cost Summary

Section 5: Funding Assumptions per FTE & Unit

	A. Description	B. Value
1.	Tuition Revenue* for 24 incremental semester units (roughly equal to 1 FTE)	\$3,005
2.	Apportionment per FTE**	\$2,747
	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 Unit Estimate After Guided Pathways Reforms

Section 6: Incremental Units from Cohorts After Guided Pathways Reforms

	A. Description	B. Value
1.	Number of Students in New Student Cohort (from Section 1 above)	3,409
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)	43.8
3.	<u>Improvement Goal</u> - Enter a Percentage Increase in 3-year Average Total Attempted Units You Hope to Achieve due to Guided Pathways reforms	10.0%
4.	Average Number of Total Units Attempted Per Entering New Student Over 3-Year Period If Improvement Goal from #3 is hit (calculated automatically)	48.2
5.	Modeled Incremental Total Units Generated from New Students After Improvement Goal is Hit	14,931.4
6.	Potential Revenue from Incremental FTE	\$3,578,831

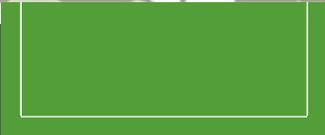


Section 7: Incremental Unit Estimate After Guided Pathways Reforms

Section 7: Cost / Benefit of Guided Pathways Reforms and ROI Estimate

	A. Description	B. Value
1.	Annualized Cost of Program from Section 5	\$506,000
2.	Potential Revenue from Section 8	\$3,578,831
3.	Profit Margin on Potential Revenue*	55%
4.	Net Revenue after Profit Margin Calculation	\$1,968,357
5.	Net Profit = Net Revenue - Annualized Cost	\$1,462,357
6.	Estimate of Return on Investment (ROI)	289%





Pathways Summarized: College Videos



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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

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