The Case for Change, National Guided Pathways Trends & Emerging Evidence to Support Guided Pathways Reform

Dr. Rob Johnstone
August 2018
Agenda

• Taking the Pulse Poll Questions
• The Case for Change
• Key Transformations of GP
• National Trends and Emerging Evidence

Note: Much of the content in this presentation was put together by the Community College Research Center at Columbia University (CCRC) - and we again thank them for our continued partnership and their efforts helping the field with this important thought capital and research
Taking the Pulse: Poll Questions
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 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

Percent of Students

Parent Income Quintile

- Quintile 1: 3.0%
- Quintile 2: 5.3%
- Quintile 3: 8.1%
- Quintile 4: 13.2%
- Quintile 5: 70.3%

Top 1%
Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

Harvard University
UC Berkeley

Percent of Students

Parent Income Quintile

Harvard University
UC Berkeley

Percent of Students

Parent Income Quintile

1 2 3 4 5

1 2 3 4 5

Parent Income Quintile

0 10 20 30 40 50 60 70 80

0 10 20 30 40 50 60 70 80

Percent of Students

Parent Income Quintile

1 2 3 4 5

1 2 3 4 5

Parent Income Quintile

0 10 20 30 40 50 60 70 80

0 10 20 30 40 50 60 70 80

Percent of Students

Parent Income Quintile

1 2 3 4 5
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
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)
Guided Pathways: Quick Overview & Transformations
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.

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.
Rethinking Mapping Programs

From:

- Alphabetical program list
- A la carte courses (distribution requirements and electives)
- Algebra as default math path
- Certificates vs. degrees
- Connections to careers & transfer unclear

To:

- Academic / career communities (“meta-majors”)
- Program maps with course sequences, critical courses, co-curricular requirements
- Program/field-specific math paths
- Degree pathways with embedded certificates/certifications
- Career & transfer opportunities/requirements clearly specified
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

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info “dump” at orientation</td>
<td>JIT support for major decisions along the path</td>
</tr>
<tr>
<td>Scheduling available courses to suit college schedule</td>
<td>Scheduling courses on the student’s plan to fit their schedule</td>
</tr>
<tr>
<td>Full-time vs. part-time</td>
<td>On-plan vs. off-plan</td>
</tr>
<tr>
<td>Advising vs. teaching</td>
<td>Advisors teach and faculty advise</td>
</tr>
</tbody>
</table>
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
Rethinking Financial Supports...

**From:**
- Traditional financial aid (grants, loans, scholarships)
- Waiting for students to ask for assistance
- Isolated services
- Off-campus referrals to community partners

**To:**
- Holistic supports (public benefits like SNAP, housing assistance)
- Standard intake / screening form
- Bundled, integrated services
- On-campus partner presentations and individualized assistance
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.
Institutional Examples and Emerging Evidence
Completion by Design
Completion by Design KPI Movement by All Nine Colleges 2013-14 to 2015-16

<table>
<thead>
<tr>
<th>Category</th>
<th>2013-14</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>GW MATH</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td>GW ENGLISH</td>
<td>34%</td>
<td>46%</td>
</tr>
<tr>
<td>12+ UNITS IN FIRST TERM</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>24+ UNITS IN FIRST YEAR</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>CONCENTRATORS</td>
<td>42%</td>
<td>52%</td>
</tr>
</tbody>
</table>
Sinclair Community College
Ohio
Career Communities

Why Career Communities?

Career Communities will give you opportunities to:

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

FALL 2016: CAREER COMMUNITY EVENTS

Sinclair has 6 Career Communities:

- Business & IT
- Creative Arts
- Health Sciences
- Liberal Arts & Social Sciences (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)
New Students Who Met with an Advisor

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

Goal for 2022: 60%
Degrees and Certificates Earned

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>3,292</td>
<td>3,868</td>
<td>4,038</td>
<td>4,171</td>
<td>5,039</td>
</tr>
</tbody>
</table>

FY: Fiscal Year
IPEDS Graduation Rate*

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

Goal for 2022: 30%
Tennessee Community Colleges
TBR CCs Credit Momentum KPIs

- Earned 6+ credits in 1st term:
  - Fall 2010: 42%
  - Fall 2011: 42%
  - Fall 2012: 42%
  - Fall 2013: 42%
  - Fall 2014: 42%
  - Fall 2015: 42%
  - Fall 2016: 42%

- Earned 12+ credits in 1st term:
  - Fall 2010: 13%
  - Fall 2011: 13%
  - Fall 2012: 13%
  - Fall 2013: 13%
  - Fall 2014: 13%
  - Fall 2015: 13%
  - Fall 2016: 13%

- Earned 15+ credits in Year 1:
  - Fall 2010: 32%
  - Fall 2011: 32%
  - Fall 2012: 32%
  - Fall 2013: 32%
  - Fall 2014: 32%
  - Fall 2015: 32%
  - Fall 2016: 32%

- Earned 24+ credits in Year 1:
  - Fall 2010: 25%
  - Fall 2011: 25%
  - Fall 2012: 25%
  - Fall 2013: 25%
  - Fall 2014: 25%
  - Fall 2015: 25%
  - Fall 2016: 25%

- Earned 30+ credits in Year 1:
  - Fall 2010: 5%
  - Fall 2011: 5%
  - Fall 2012: 5%
  - Fall 2013: 5%
  - Fall 2014: 5%
  - Fall 2015: 5%
  - Fall 2016: 5%

Source: CCRC Analysis of TBR Data
TBR CCs: Earned 12+ credits in 1st term, by Age Groups and Race

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

Source: CCRC Analysis of TBR Data
TBR CCs Gateway math and English KPIs

- Passed college English in year 1:
  - Fall 2010: 43%
  - Fall 2011: 52%
  - Fall 2012: 61%
  - Fall 2013: 63%
  - Fall 2014: 63%
  - Fall 2015: 63%
  - Fall 2016: 63%

- Passed college math in year 1:
  - Fall 2010: 18%
  - Fall 2011: 25%
  - Fall 2012: 28%
  - Fall 2013: 38%
  - Fall 2014: 42%
  - Fall 2015: 45%
  - Fall 2016: 45%

- Passed college English & math in year 1:
  - Fall 2010: 0%
  - Fall 2011: 25%
  - Fall 2012: 25%
  - Fall 2013: 28%
  - Fall 2014: 38%
  - Fall 2015: 42%
  - Fall 2016: 45%

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

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

Source: CCRC Analysis of TBR Data
Since 2013...

Community College 3yr Graduation Rate
42%

University 4yr Graduation Rate
26%
Since 2013…

Community College 3yr Graduation Rate: 88%

University 4yr Graduation Rate: 51%

Under-represented Minority Students

www.tn.gov/thec
Cleveland State Community College
Tennessee
### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2010</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>HIST 2110 or HIST 1110</td>
<td>American History I or World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 2100</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2120</td>
<td>Calculus Based Physics II</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 1010</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2020</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>HIST 2120 or HIST 1120</td>
<td>American History II or World Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2120</td>
<td>Modern American Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1010</td>
<td>Fundamentals of Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1030</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
</tbody>
</table>

**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

- Earned 6+ college credits in...
  - 2010: 11%
  - 2016: 66%

- Earned 15+ college... (not clearly visible)
  - 2010: 2%
  - 2016: 9%

- Earned 24+ college...
  - 2010: 2%
  - 2016: 30%

- Earned 30+ college...
  - 2010: 2%
  - 2016: Not clearly visible
Cleveland State Community College Gateway Math & English Momentum KPIs

- Completed college English: 2010 - 18%, 2011 - 21%, 2012 - 48%, 2013 - 55%
- Completed both college math: 2010 - 0%, 2011 - 25%, 2012 - 35%, 2013 - 40%, 2014 - 55%

Fall FTEIC Cohort
<table>
<thead>
<tr>
<th>Pre-College — 0 Hours</th>
<th>Initial Enrollment — 1st Semester</th>
<th>2nd Year — Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>New Student Orientation/Convocation — Orientation to College Success - Provide Academic Advising Syllabus [0–30 hours] - Assist with scheduling &amp; registering for courses - Orient students to Degree Plans via AlamoOnline - Online Web Registration assistance available - AlamoINSTITUTES / major course of study: - Identify ACOL/PLA - Post Assessment Advising — TSI score interpretation - Academic Refresher — INRW and math - Post Refresher Advising</td>
<td>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 &amp; 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)</td>
</tr>
<tr>
<td>AlamoINSTITUTES — Provide advising information regarding career pathways - Health &amp; Biosciences - Advanced Manufacturing &amp; Logistics - Science &amp; Technology - Public Service - Creative &amp; Communication Arts - Business &amp; Entrepreneurship</td>
<td>1st Semester — Instruction on College Success (SDEV Courses) - Advisor utilizes Canvas to connect with assigned advisor - Assist students in choosing their major using MyAlamoCareer.org and Career Coach — visit career centers, Alamo Colleges and local job markets</td>
<td>Advising regarding course selection is offered through Group or Individual Sessions to understand major requirements.</td>
</tr>
<tr>
<td>Early Colleges/Academies — Course enrollment in Fr/Sr through assigned advisor.</td>
<td>Dual Credit — Course enrollment in Jr/Sr year through assigned Advisor.</td>
<td>Advising regarding course selection is offered through Group or Individual Sessions to understand major requirements.</td>
</tr>
<tr>
<td>College Connection — Guide through enrollment process, including completion of ApplyTexas, FAFSA Application, TSI and AlamoENROLL modules.</td>
<td>Grad Guru downloaded</td>
<td>2nd Year — Graduation</td>
</tr>
<tr>
<td>ACTIONS: Assign Connection Advisor</td>
<td>Certifed Advisor Assigned/PIN Given, Institutional ROA</td>
<td>Faculty Mentor Assigned</td>
</tr>
<tr>
<td>METRICS: Number of Apply Texas Submitter</td>
<td>FTICS Enrolled</td>
<td>Number of Certificate &amp; Core Completers</td>
</tr>
<tr>
<td>(Analyst)</td>
<td>Productive Grade Rate (PGR)</td>
<td>Number of Art. Agreements</td>
</tr>
<tr>
<td>Number of DC/EC Enrolled</td>
<td>DC/EC Term Retention</td>
<td>Number of Degrees</td>
</tr>
<tr>
<td>BADGES: Welcome</td>
<td>College Ready, 15 Hours, 30 Hours</td>
<td>Core Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cert., Degree, Alum</td>
</tr>
</tbody>
</table>
Alamo Colleges Credit Momentum KPIs

- Earned 6+ college credits in 1st term: 11%, 23%, 33%, 49%, 64%
- Earned 15+ college credits in year 1: 5%, 11%, 27%, 49%, 64%
- Earned 24+ college credits in year 1: 2%, 6%, 23%, 44%
- Earned 30+ college credits in year 1: 0%, 5%, 10%, 10%

Alamo Colleges 3-year Completion Rates by KPI Status

- Met KPI
  - Earned 6+ college credits in 1st term: 3%
  - Earned 15+ college credits in year 1: 2%
  - Earned 24+ college credits in year 1: 6%
  - Earned 30+ college credits in year 1: 11%
- Did not meet KPI
  - Earned 6+ college credits in 1st term: 23%
  - Earned 15+ college credits in year 1: 30%
  - Earned 24+ college credits in year 1: 44%
  - Earned 30+ college credits in year 1: 55%

3-year Completion Rate, Any Credential

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

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

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

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

*Required for EMU’s BSW program. If not transferred from JC, must be completed at EMU.

Note from EMU: Sign up with us! If you let us know you are using this articulation agreement, we can stay in touch 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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 131</td>
<td>Writing Experience I</td>
<td>3</td>
<td>ENG 085 and ENG 091</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>4</td>
<td>ENG 085* and ENG 090*</td>
</tr>
<tr>
<td>MAT 130</td>
<td>Quantitative Reasoning</td>
<td>4</td>
<td>MAT 030</td>
</tr>
<tr>
<td>SEM 140</td>
<td>Seminar in Life Pathways</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### SEMESTER 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>Introductory Biology</td>
<td>4</td>
<td>ENG 085*, ENG 090*  and MAT 033* or higher</td>
</tr>
<tr>
<td>ENG 132</td>
<td>Writing Experience II</td>
<td>3</td>
<td>ENG 131</td>
</tr>
<tr>
<td>PLS 141</td>
<td>American National Government</td>
<td>3</td>
<td>ENG 085, ENG 091</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>ENG 085* and ENG 090*</td>
</tr>
</tbody>
</table>

#### SEMESTER 3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 132</td>
<td>World Regions</td>
<td>3</td>
<td>ENG 085* and ENG 090*</td>
</tr>
<tr>
<td>MUS 131</td>
<td>Understanding Music</td>
<td>3</td>
<td>ENG 085*</td>
</tr>
<tr>
<td>NSC 131</td>
<td>Contemporary Science</td>
<td>4</td>
<td>ENG 090* and MAT 020* or higher</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>PSY 140</td>
</tr>
</tbody>
</table>

#### SEMESTER 4

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 249</td>
<td>African-American Literature</td>
<td>3</td>
<td>ENG 085* and ENG 131</td>
</tr>
<tr>
<td>HUM 131</td>
<td>Cultural Connections</td>
<td>3</td>
<td>ENG 085 and ENG 091</td>
</tr>
<tr>
<td>PSY 245</td>
<td>Infancy and Childhood</td>
<td>3</td>
<td>PSY 140</td>
</tr>
<tr>
<td>SOC 236</td>
<td>Women in a Changing Society</td>
<td>3</td>
<td>ENG 085* and ENG 131</td>
</tr>
</tbody>
</table>

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

#### SEMESTER 5

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

**AA is completed at the end of this term**
<table>
<thead>
<tr>
<th><strong>Jackson College Pathways with Michigan Career Pathways Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jackson College Pathways</strong></td>
</tr>
<tr>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Science, Engineering, and Math (STEM)</td>
</tr>
<tr>
<td>Skilled Trades and Agriculture</td>
</tr>
</tbody>
</table>

Education Level Key: High School Diploma: D, 1-2 Years Post High School: HS, Undergraduate Degree: UG, Graduate Degree: G

Jackson College Credit Momentum KPIs

- Earned 6+ college credits...
- Earned 15+ college credits...
- Earned 24+ college credits...
- Earned 30+ college credits...

<table>
<thead>
<tr>
<th>Year</th>
<th>Earned 6+</th>
<th>Earned 15+</th>
<th>Earned 24+</th>
<th>Earned 30+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>30%</td>
<td>25%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
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<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>58%</td>
<td>39%</td>
<td>15%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Jackson College Gateway Math & English KPIs

Completed college...

Completed both college math and...

Fall FTEIC Cohort


0% 25% 30% 45% 64% 43% 36%
Indian River State College (FL)
Indian River State College (FL) Full Time FTIC 2-Year Graduation Rate by Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>Hispanic</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2011</td>
<td>13%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>FALL 2012</td>
<td>16%</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>FALL 2013</td>
<td>14%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>FALL 2014</td>
<td>16%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>FALL 2015 YTD</td>
<td>23%</td>
<td>31%</td>
<td>36%</td>
</tr>
</tbody>
</table>
Lorain County Community College
Ohio
<table>
<thead>
<tr>
<th>Cafeteria Model</th>
<th>Current Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 2012-13</td>
<td>Incremental after 2012-13</td>
</tr>
</tbody>
</table>

Cafeteria Model:
- Student applies
- Assess & enrolls in upper level DE – needs addition term for more DE math
- May meet briefly w/Advisor for registration (not required)
- No major defined – declares AA to get Financial Aid
- Struggles in DE math & repeats basic Algebra before enrolling in Intermediate Algebra
- Repeats Intermediate Algebra
- Self-advises & registers for career/technical courses not knowing they will not transfer
- After 2+ years of taking scattered coursework, checks in with Advisor
- Hasn’t taken economics or accounting or appropriate math & needs 30 more hours
- More wasted time and money
- Life happens as well as frustration with needing more courses = student drops out before completing

Current Model:
- Student applies
- Student is contacted & given info to prepare for next steps in the process
- Student attends mandatory orientation including completion of College Student Inventory
- Attends Mandatory meeting with Advisor
- Career discussion (referral if needed)
- Non-cognitive factors from CSI discussed along with assessment results
- Interventions for possible issues are identified early & acted upon
- Advisor & student map out courses together for current term & map out plan for future based on major & transfer institution
- Advisor remains with student throughout career (academic knowledge, support, & encouragement)
- Frequent advisor check-ins are encouraged & welcomed
- Student places in accelerated DE courses reducing the “leaky pipeline” to completion
- Advisor tools (Inspire for Advisor) informs caseload of student progression or warning when help is needed most
- Positive nudges from Advisor along the way
- More students progress through DE and complete their program
## Action Project: Improving Student Success for Undecided Students through Career Pathways

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline Data</th>
<th>Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in student term completion rates (all college level credits</td>
<td>New Students Enrolled (Dashboard - institutional, credit milestones)</td>
<td>Increase over prior year new students</td>
</tr>
<tr>
<td>successfully completed to all credit hours attempted during the first term attended)</td>
<td>73% - 2014</td>
<td>• 75% - Fall 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 77% - Fall 2018</td>
</tr>
<tr>
<td>Increase in fall to fall persistence</td>
<td>New Students Enrolled (OACC data)</td>
<td>Increase over FY 2012 students</td>
</tr>
<tr>
<td></td>
<td>56.7% - FY 2012 Cohort</td>
<td>• 58.7% - Fall 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 60.7% - Fall 2018</td>
</tr>
<tr>
<td>Increase in percent of all new students earning 12 college credits by</td>
<td>New students Enrolled (Dashboard – institutional, milestones, 12 credits earned year 1)</td>
<td>Increase over three year average (2012, 13, &amp; 14)</td>
</tr>
<tr>
<td>the end of their first year</td>
<td>28% - 3 year average 2012, 2013, 2014</td>
<td>• 30% - AY 2016 -2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 32% - AY 2017-2018</td>
</tr>
<tr>
<td>Increase in percent of all new students earning 24 college credits by</td>
<td>New Students Enrolled (Dashboard-institutional, milestones, 24 credits earned year 2 – includes Ds)</td>
<td>Increase over 2013</td>
</tr>
<tr>
<td>the end of their 2nd year</td>
<td>22% - 2013</td>
<td>• 25% - AY 2017-2018</td>
</tr>
<tr>
<td>Increase in percentage of full time students earning Associates Degree in three years</td>
<td>Full Time Cohort Students (OACC Progress &amp; Completion Report)</td>
<td>Increase over 2012 Full Time Cohort Students</td>
</tr>
<tr>
<td></td>
<td>8% - 2012 Full Time Cohort</td>
<td>• 11% - AY 2018-2019</td>
</tr>
</tbody>
</table>
More Students are Achieving Concentration within their Major Sooner and Connecting to a Career Pathway

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

58% improvement rate!

2010-2011: 19%
2011-2012: 20%
2012-2013: 21%
2013-2014: 26%
2014-2015: 30%
Decreased Credits to Degree

-7% decrease since 2012-13

Reduces cost to graduates by almost 2 courses ≈ $602

$602 x 366 graduates = $220,332 in Student Savings

Note: First Associate degree completers within 4 years with 15 or fewer transfer-in credits
Retention of Students Increasing

RJ: 11 percentage point increase in 5 years represents an increase of 20%; retention tends to be a very static variable – so this represents a very unusual improvement in a short period of time.
LCCC Conferred Highest Number of Degrees and Certificates in 2016-17 at 1,810 - 53% Increase

LCCC Conferred Highest Number of Degrees and Certificates in 2016-17 at 1,810 - 53% Increase
138% Increase
IPEDS First time, Full Time Graduation Rate
2008 to 2013 Cohorts (3 year grad rate)
## Cumulative Return on Investment

### Student Success Efforts

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

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

• Dr. Davis Jenkins, Sr. Research Fellow, CCRC
  davisjenkins@gmail.com

• Dr. Rob Johnstone, Founder & President, NCII
  rob@ncii-improve.com