

# **CAGP District Scaling Institute Opening Plenary: The Case for Urgency and Essentials of Guided Pathways**

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CAGP District Scaling Institute  
November 2018**



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IMPROVEMENT**

# Overview

- **Urgency and the case for change: Social justice / economic mobility**
- **Overview of the Guided Pathways Model**
- **Overview of key Guided Pathways Transformations**





# 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...

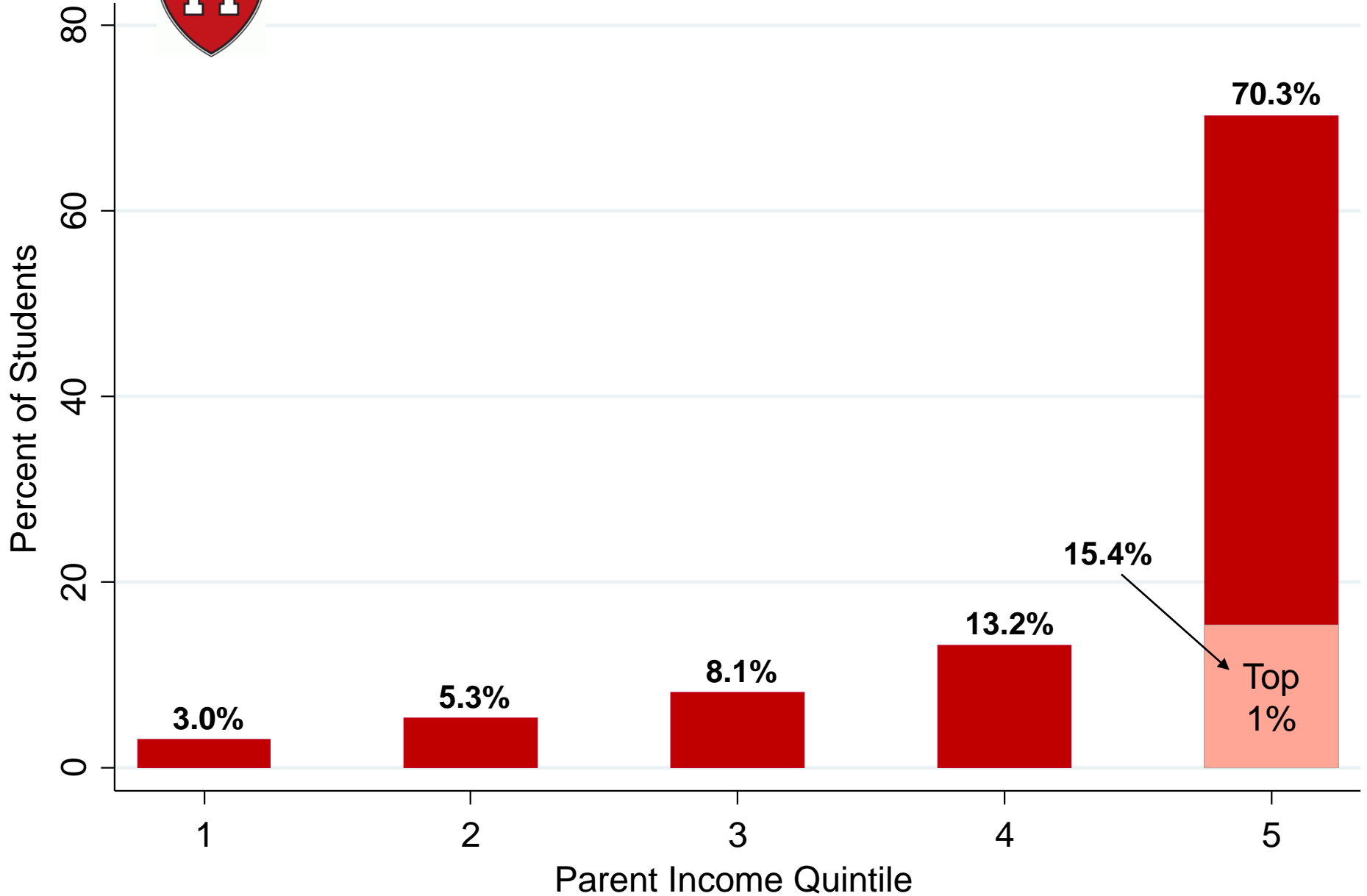
- Check out the resources at <http://www.equality-of-opportunity.org/>
- Collaboration between Stanford, Brown and Harvard
  - ✓ Other contributors – UC Berkeley, MIT, Cambridge
- Papers, slides, executive summaries, data sets





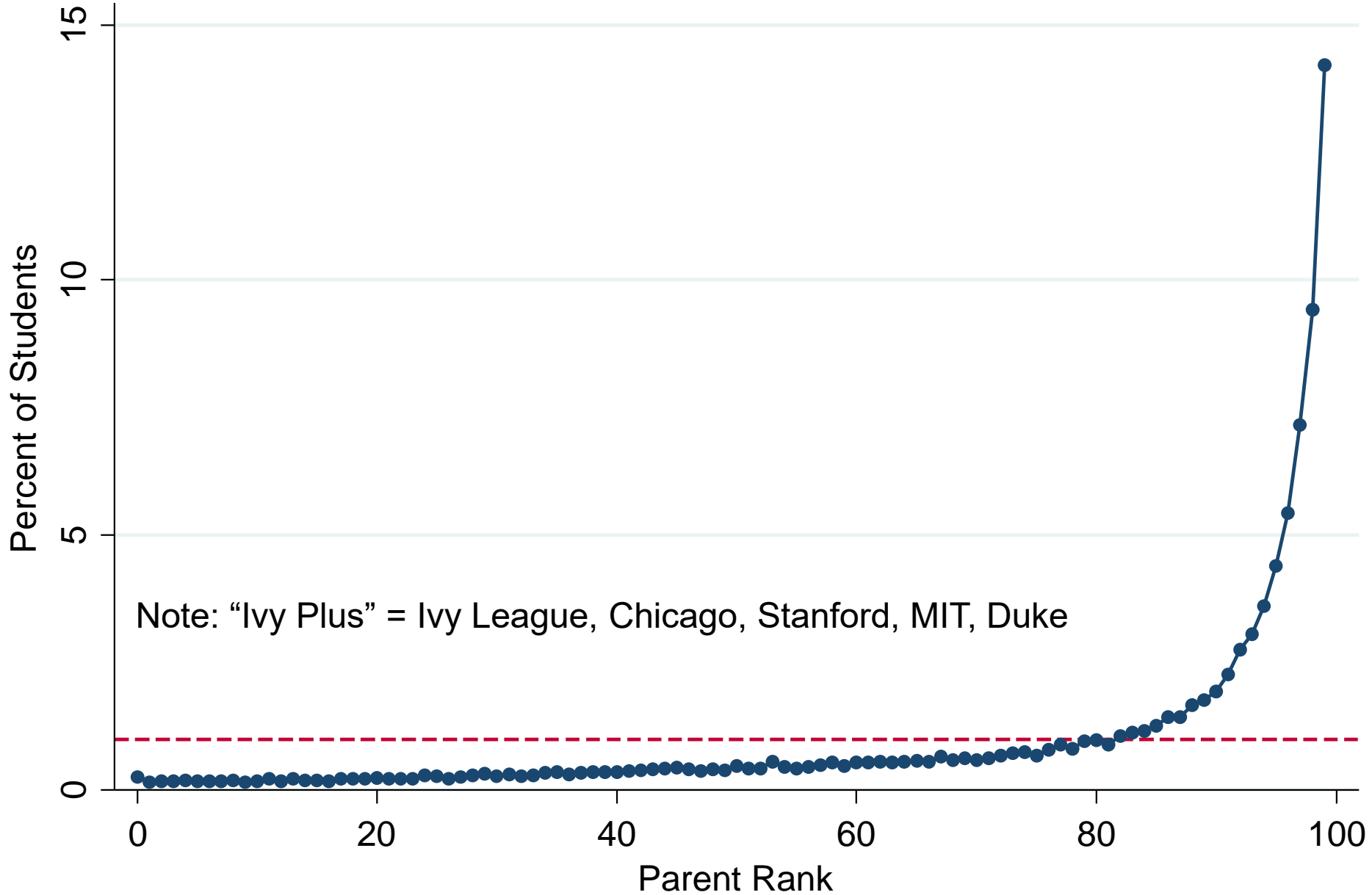
# Parent Income Distribution at Harvard

## 1980-82 Child Birth Cohorts



# Parent Income Distribution by Percentile

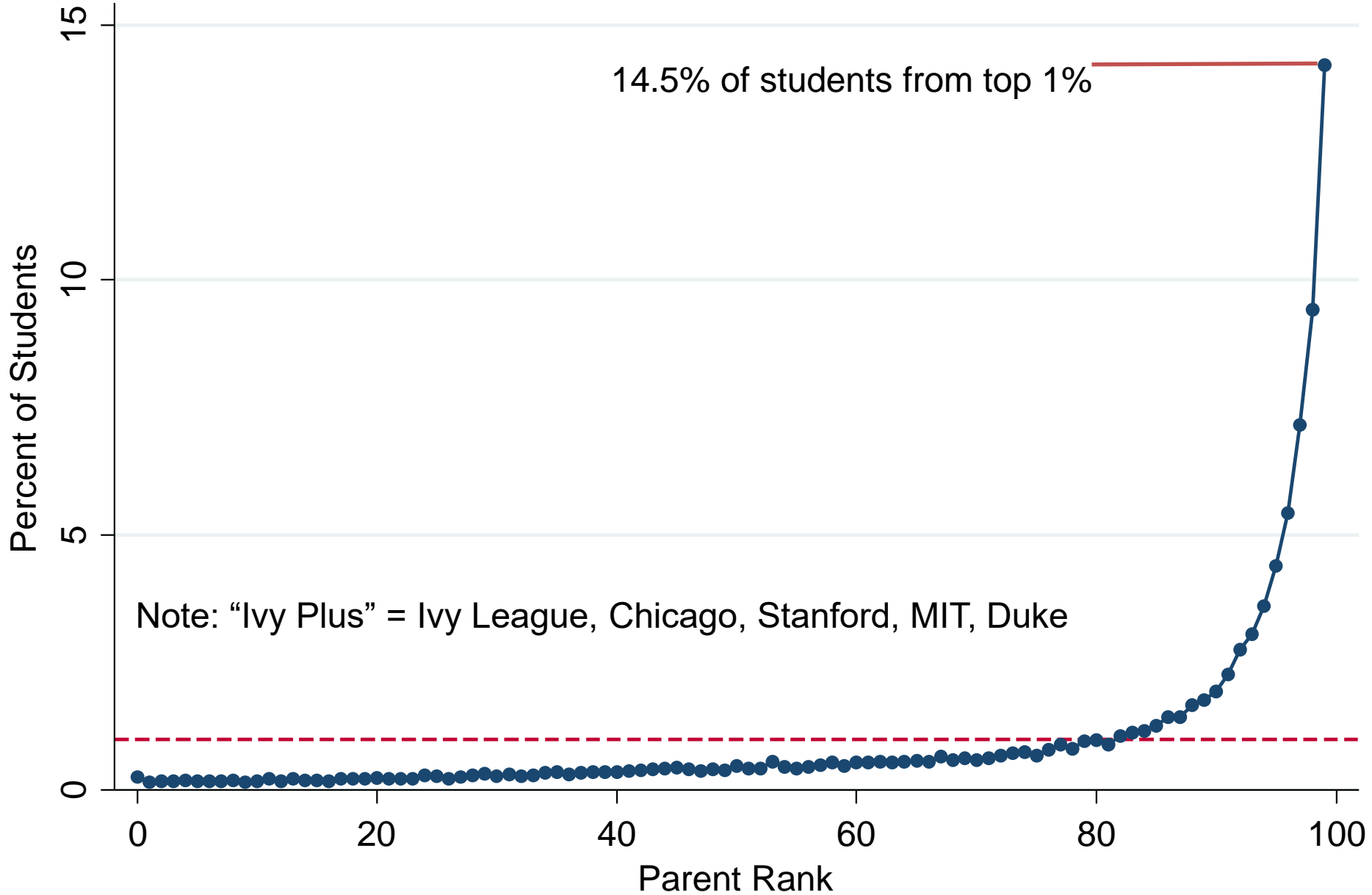
## Ivy Plus Colleges





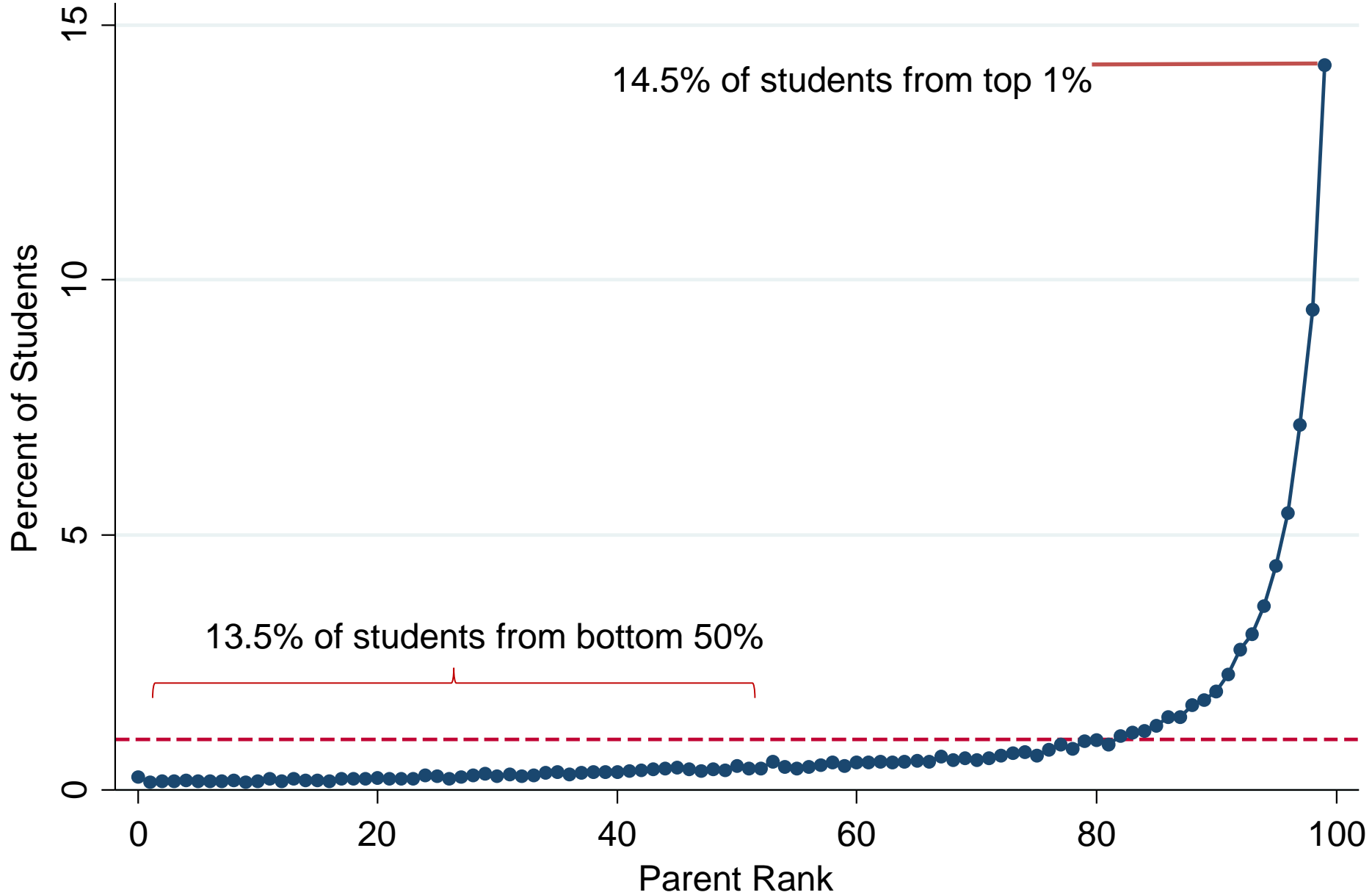
# Parent Income Distribution by Percentile

## Ivy Plus Colleges



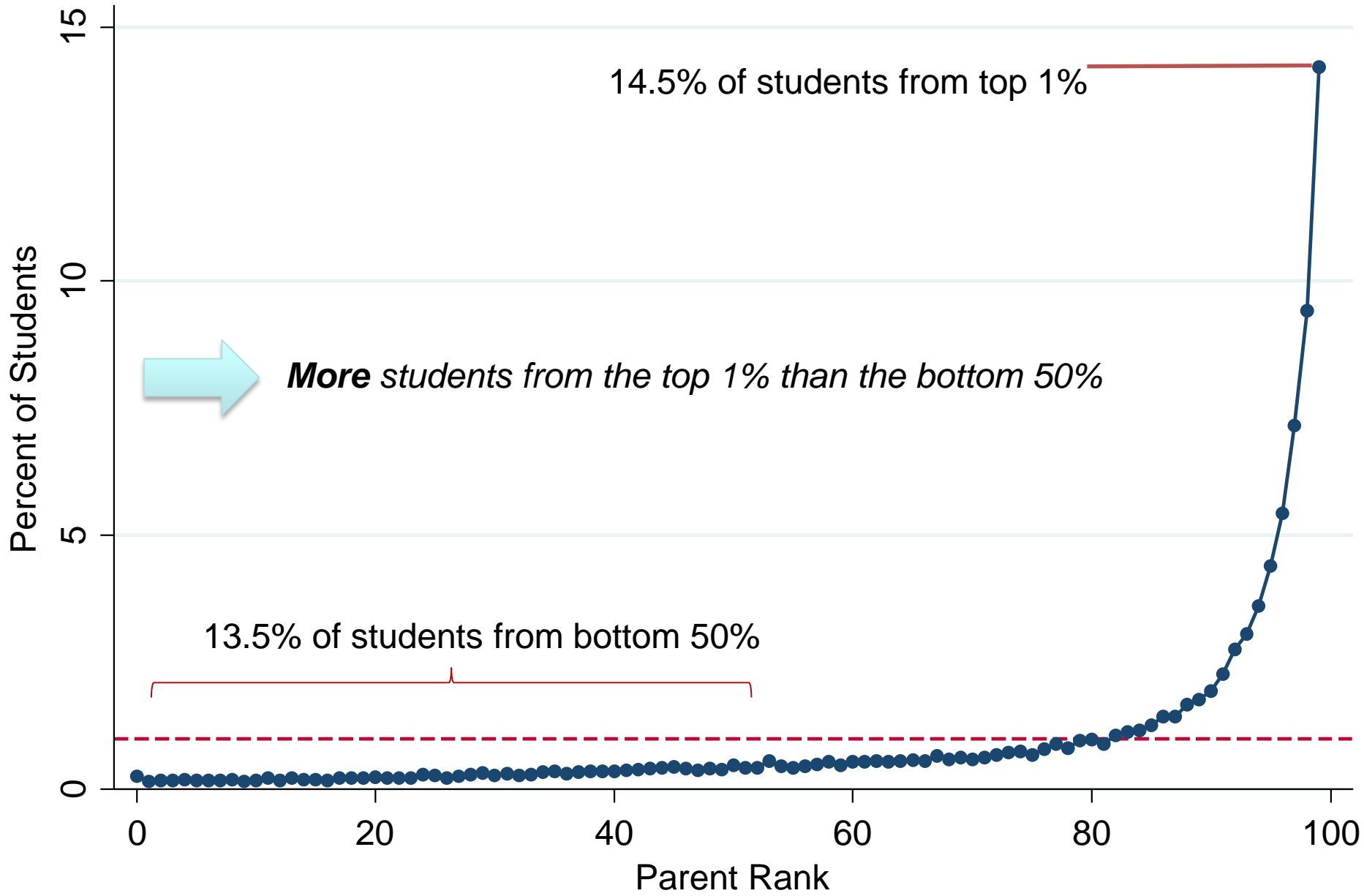
# Parent Income Distribution by Percentile

## Ivy Plus Colleges



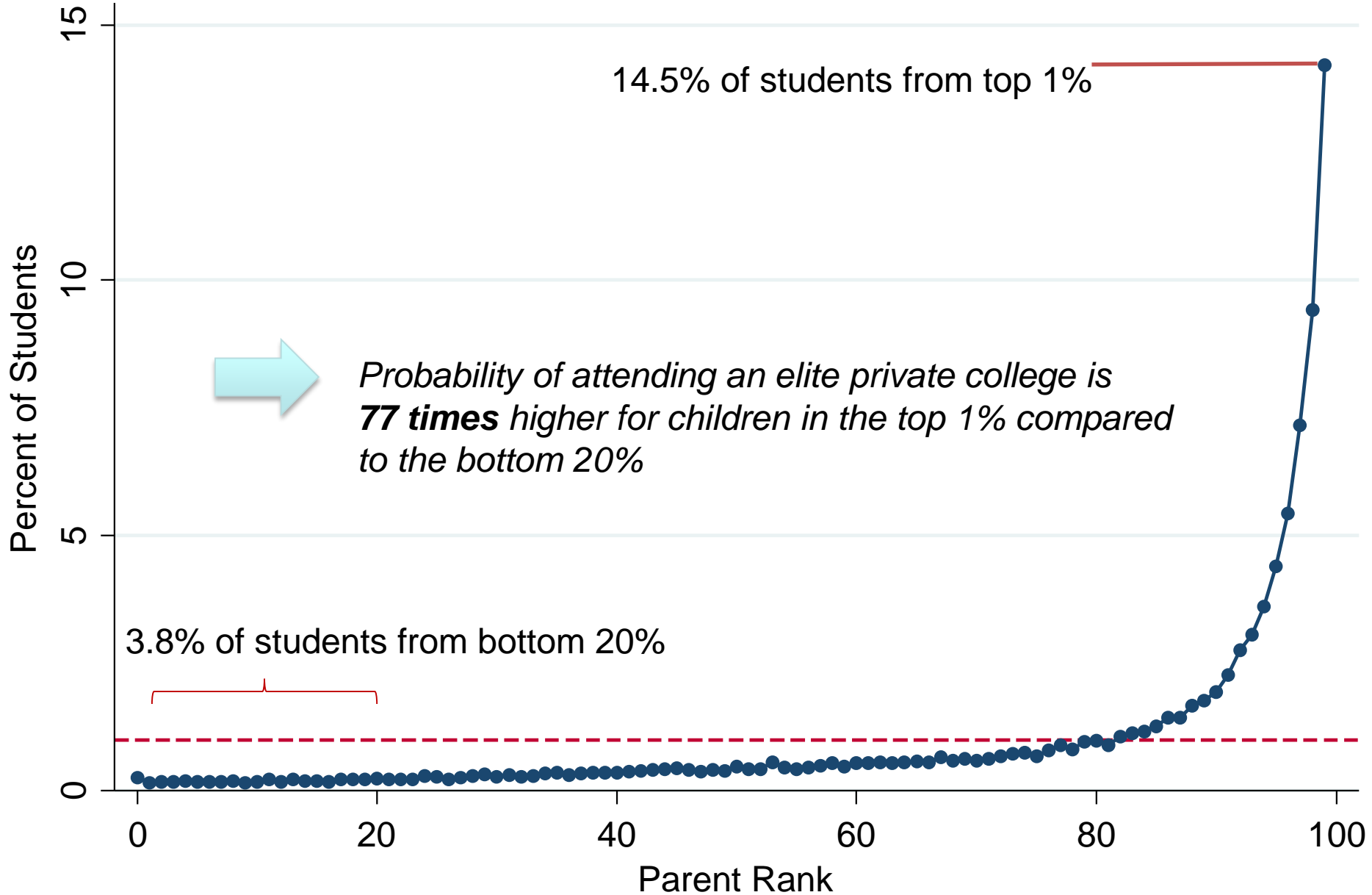
# Parent Income Distribution by Percentile

Ivy Plus Colleges

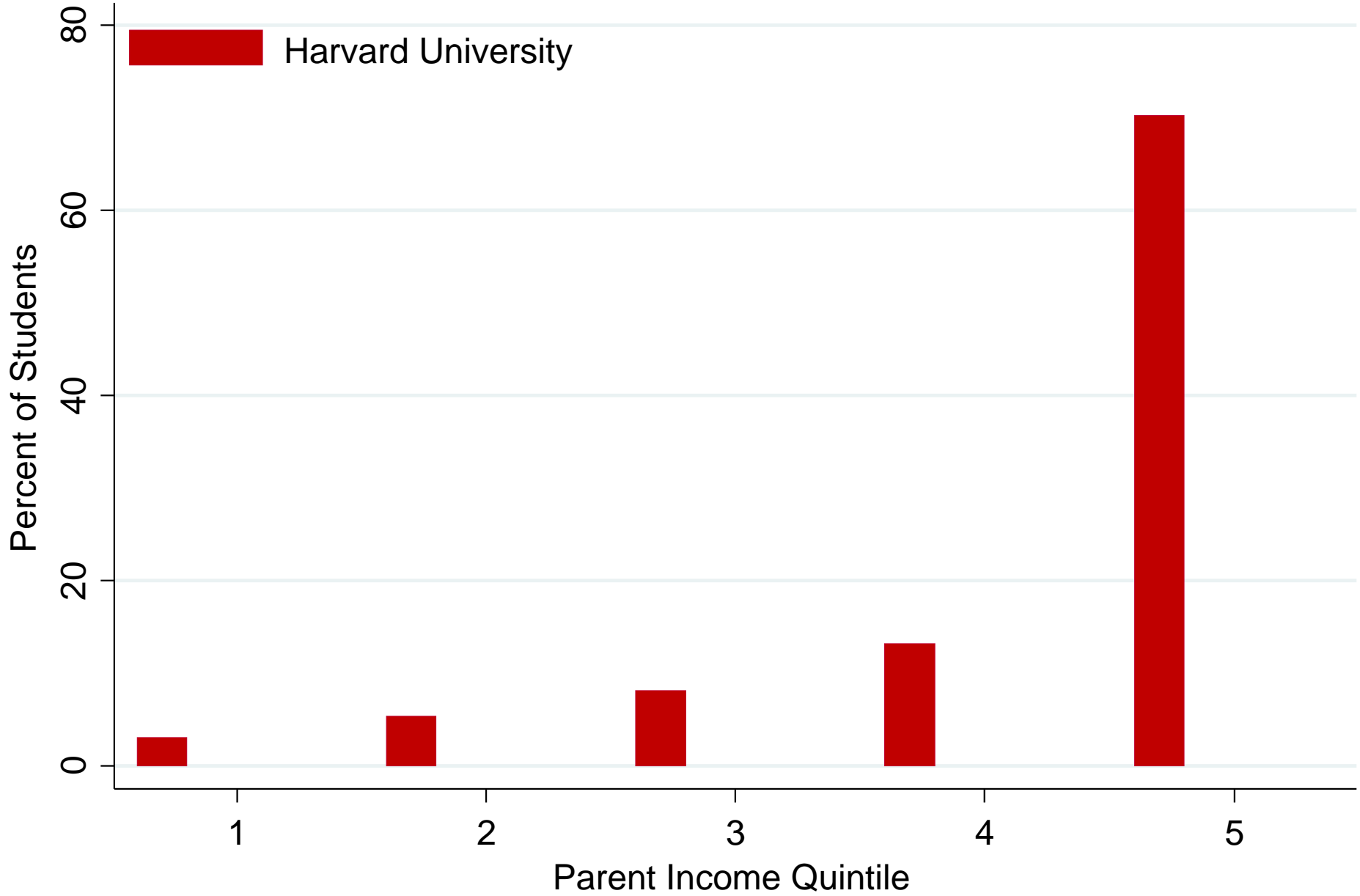


# Parent Income Distribution by Percentile

## Ivy Plus Colleges



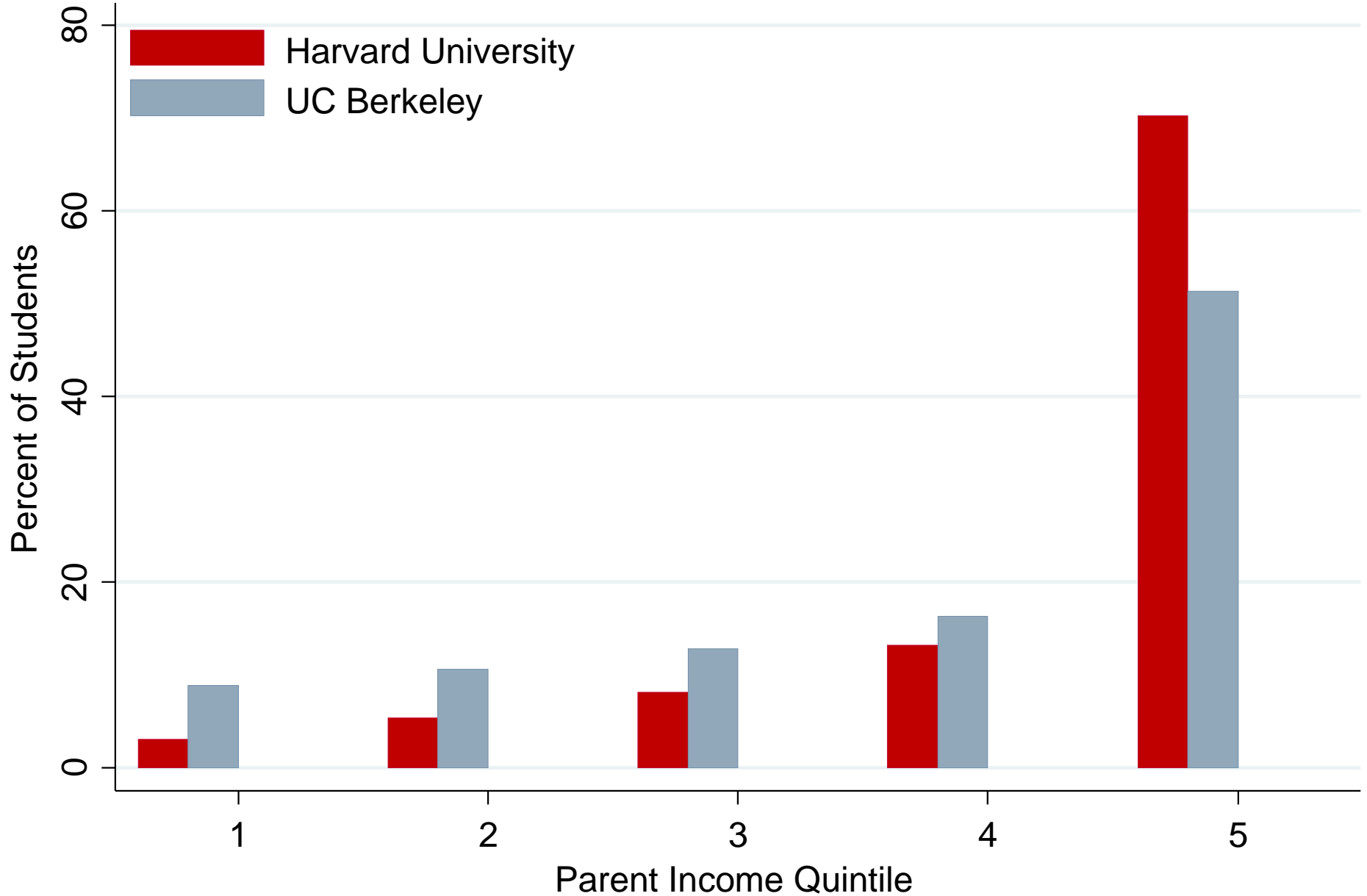
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts At Selected Colleges





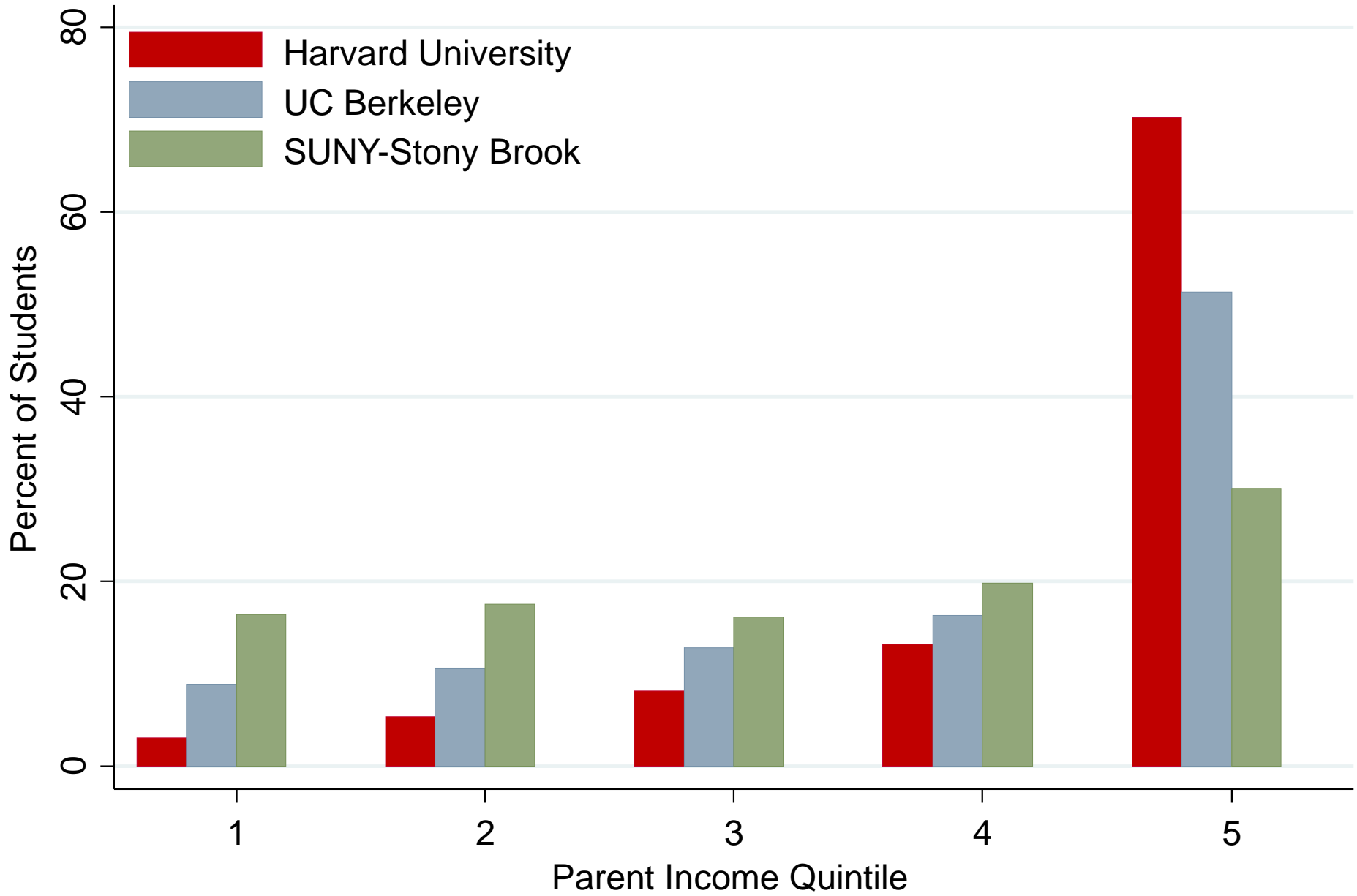
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges



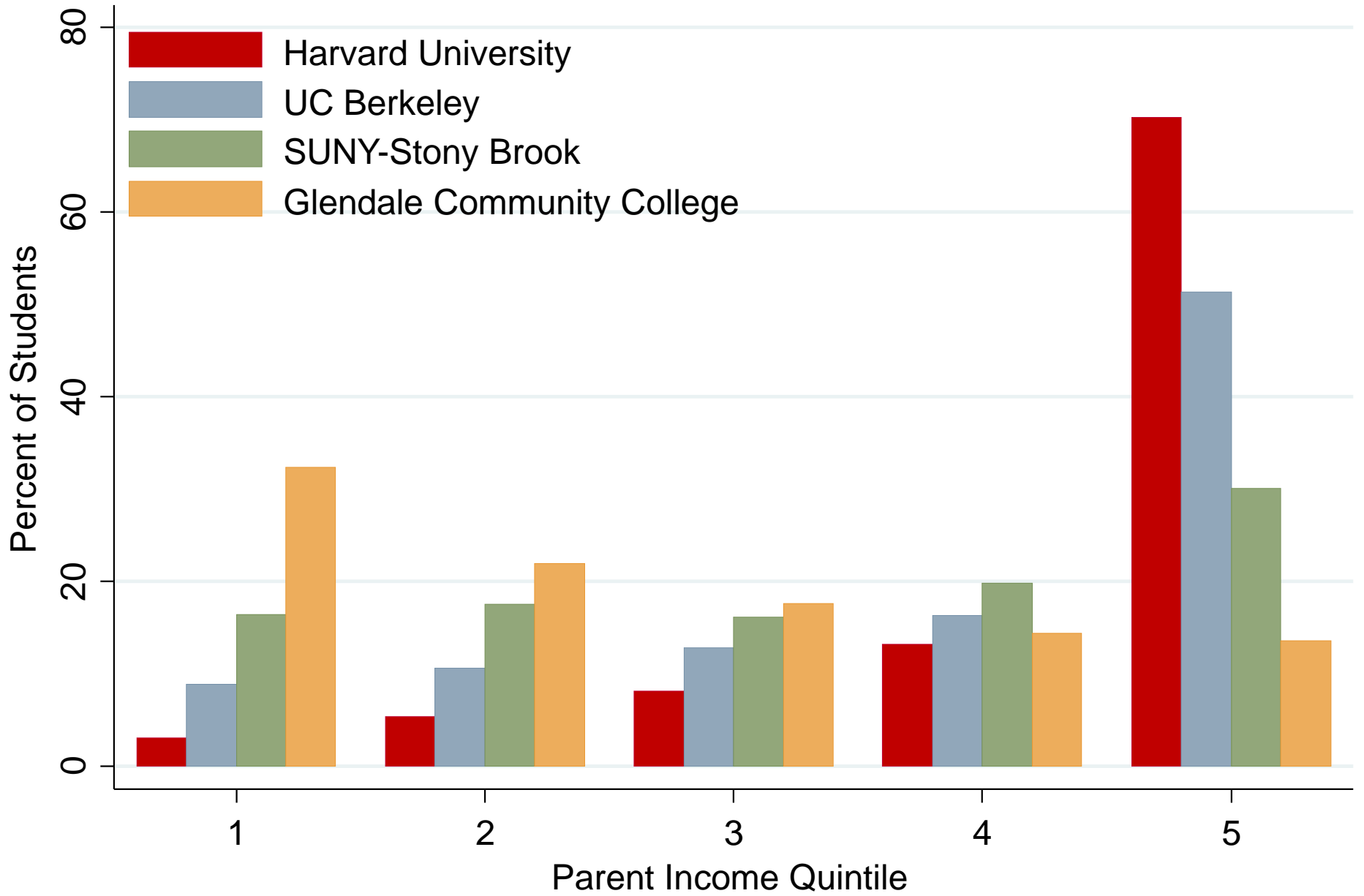
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## 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



# Why Completion and Losing Students to For-Profit Institutions are Equity Issues

- 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 Completion and Losing Students to For-Profit Institutions are Equity Issues (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...





# Guided Pathways: Model & Example



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# New Students Want To Know

- What careers would be a good fit for me?
- What jobs of interest to me can I get with a degree from your college?
- What degrees do I need for those jobs?
- What will I need to take?
- How long will it take and how much will it cost?
- Who can I talk with to get good information about careers and programs?



Business Administration: General Business -- Business and Management (A.S. Degree)  
Business Administration: Human Resources -- Business and Management (A.S. Degree)

Manufacturing Tech-Automated Systems -- Engineering and Industrial Technologies (A.S. Degree)  
Math & Sciences -- Interdisciplinary Studies (A.S. Degree)

Business Administration: Human Resources -- Business and Management (Certificate)

Business Administration: Logistics -- Business and Management (Certificate)

Business Administration: Management -- Business and Management (Certificate)

Business Administration: Marketing -- Business and Management (Certificate)

Chief Officer -- Public and Protective Services (Certificate)

Community Interpretation -- Public and Protective Services (Certificate)

Computer Applications -- Information Technology (Certificate)

Computer Programming -- Information Technology (Certificate)

Construction Technology -- Engineering and Industrial Technologies (Certificate)

Cosmetology and Barbering -- Commercial Services (Certificate)

Cosmetology: Entrepreneurial -- Commercial Services (Certificate)

Cosmetology: Management & Supervision -- Commercial Services (Certificate)

CSU General Education -- Interdisciplinary Studies (Certificate)

Culinary Arts -- Family and Consumer Sciences (Certificate)

Dental Assistant -- Health (Certificate)

Dental Hygiene -- Health (Certificate)

Dental Laboratory Technology -- Health (Certificate)

Drafting Technology -- Engineering and Industrial Technologies (Certificate)

Early Childhood Education -- Family and Consumer Sciences (Certificate)

Early Childhood Intervention Assistant -- Family and Consumer Sciences (Certificate)

Education Paraprofessional -- Education (Certificate)

Electronics Computer Systems -- Engineering and Industrial Technologies (Certificate)

Electronics Technology -- Engineering and Industrial Technologies (Certificate)

Emergency Medical Services Paramedic -- Health (Certificate)

Engineering Aide -- Engineering and Industrial Technologies (Certificate)

Engineering Software Applications -- Engineering and Industrial Technologies (Certificate)

Exercise, Sport & Wellness: Athletic Training -- Health (Certificate)

Exercise, Sport & Wellness: Fitness Professions -- Education (Certificate)

Exercise, Sport and Wellness: Coaching -- Education (Certificate)

Fire Officer -- Public and Protective Services (Certificate)

Fire Technology -- Public and Protective Services (Certificate)

Nursing -- Health (Certificate)

Paralegal Studies -- Law (Certificate)

Physician Assistant -- Health (Certificate)

Physician Assistant -- Health (Certificate)

Retail Management (WAFC) -- Business and Management (Certificate)

Sign Language Interpreting -- Education (Certificate)

Simulation and Gaming: Game Art -- Media and Communications (Certificate)

Telecommunications: Television Production Specialist -- Media and Communications (Certificate)

Vocational Nursing -- Health (Certificate)

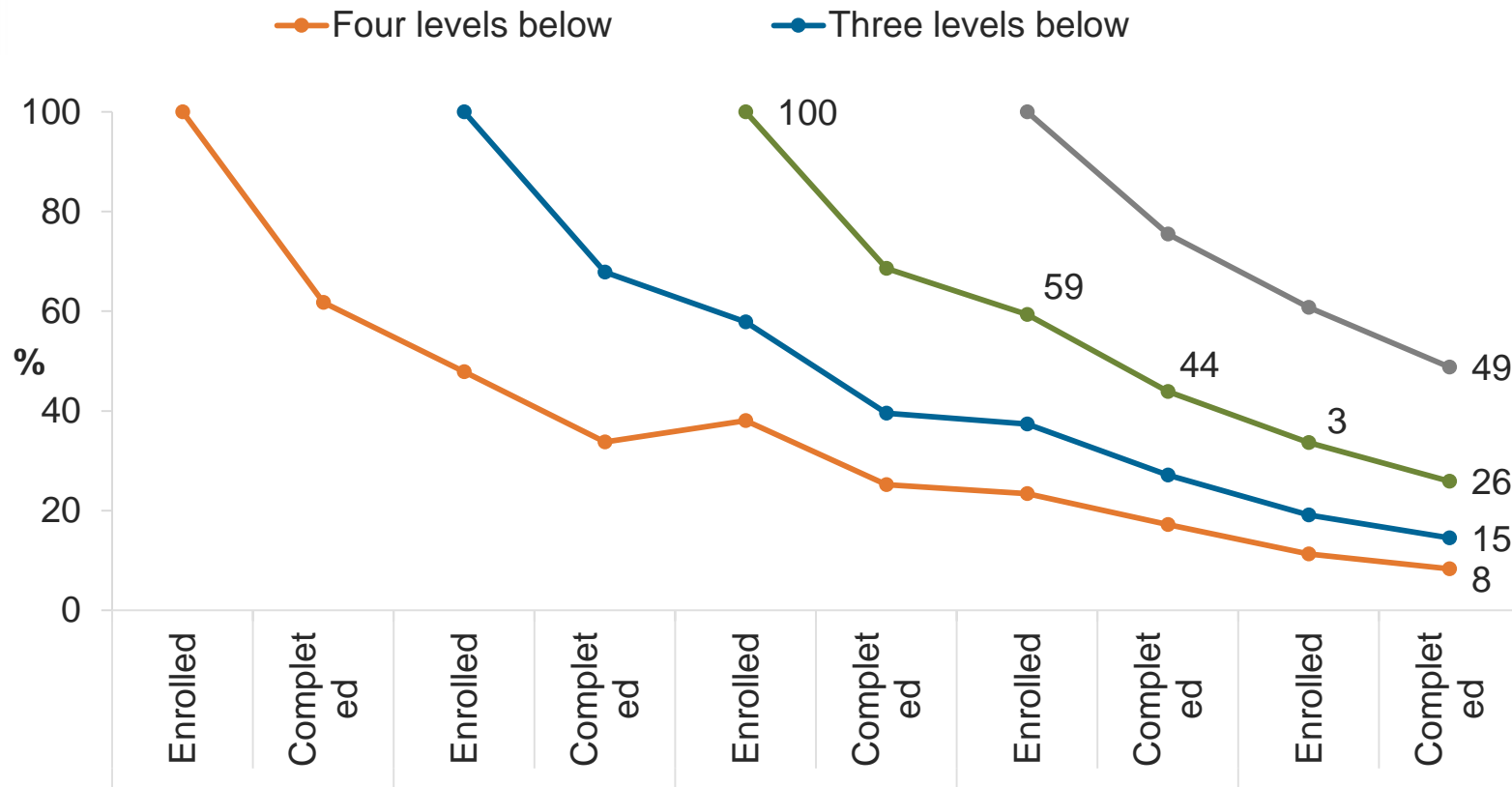
Welding Technology -- Engineering and Industrial Technologies (Certificate)

Avail

- Archit
- Techr
- Biolo
- Busin
- Medic
- Inform
- Educ:
- Engin
- Techr
- Fine :
- Health
- Famil
- Scien
- Law
- Public
- Servi
- Comr
- Interd

# High attrition is a big concern

Math cohort progression by starting level





**Palomar College  
Associate Degree Advising Guide  
Fall 2018 - Summer 2019**

The following list will assist you in choosing courses to fulfill general education requirements for the Associate in Arts or Associate in Science Degree.

- The course must be on the list at the time it was completed
- No course may be used in more than one General Education Area
- Consult a counselor for specific information regarding major preparation and additional general education (GE) requirements

**Students must apply to graduate:**

Submit a Graduation Petition to the Evaluations Office in the Student Services Center, SSC-40. See application dates below.

• Graduation Application Deadlines:

Completing Requirements by.....Apply by  
Spring Semester.....February 28<sup>th</sup>  
Summer Session.....June 30<sup>th</sup>  
Fall Semester.....September 30<sup>th</sup>

**Major:** Complete a program as outlined in the Palomar College catalog. Major course work must be completed with a "C" or better.

**Grade Point Average:** Minimum cumulative GPA of 2.0 ("C" average) or higher. Some programs may require a higher GPA.

**Residency:** Minimum of 12 units in residence as an officially enrolled student at Palomar College

**Total Units:** Minimum of 60 degree applicable semester units. Courses numbered 1-49 are non-degree applicable and do not count toward the degree.

**DISTRICT REQUIREMENTS**

**Competence in American History and Institutions/California Government** - A "C" grade or higher is required. A minimum of 2 courses are required. Choose one pair or successfully pass the approved exam as listed in the college catalog or on the Supplemental Associate Advising Guide. Please see ASSIST.ORG for up to date approvals and for course(s) completed prior to approval date. *Students using coursework from another college and/or university should see a counselor.* (AIS 101; AS 101, 102; CS 101, 102; HIST 140, 141; RS 102 fulfill the multicultural requirement)

AIS 101+(F16) + AIS 102+(F04)	AS 102+(F04) + POSC 101+(F04)	HIST 102+(F04) + POSC 101+(F04)
AIS 101+(F16) + CS 102+(F04)	AS 102+(F04) + POSC 102+(F04)	HIST 102+(F04) + POSC 102+(F04)
AIS 101+(F04) + POSC 102+(F04)	<sup>1</sup> CS 101+(F14) + CS 102+(F14)	HIST 140+(F16) + CS 102+(F04)
AIS 101+(F16) + POSC 120+(F09)	CS 101+(F14) + HIST 102+(F04)	<sup>1</sup> HIST 140+(F16) + HIST 141+(F04)
AIS 102+(F04) + POSC 102+(F04)	CS 101+(F14) + HIST 141+(F04)	HIST 140+(F04) + POSC 102+(F04)
AIS 102+(F04) + CS 101+(F14)	CS 101+(F04) + POSC 102+(F04)	HIST 140+(F16) + POSC 120+(F09)
AIS 102+(F04) + LS 240+(F16)	CS 101+(F14) + POSC 120+(F09)	HIST 141+(F04) + LS 240+(F16)
AIS 102+(F04) + POSC 101+(F04)	CS 102+(F14) + LS 240+(F16)	HIST 141+(F04) + POSC 101+(F04)
<sup>1</sup> AIS 101+(F16) + AS 102+(F04)	CS 102+(F14) + POSC 102+(F04)	HIST 141+(F04) + POSC 102+(F04)
AS 101+(F16) + CS 102+(F04)	HIST 101+(F16) + CS 102+(F04)	POSC 101+(F16) + CS 102+(F04)
AS 101+(F04) + POSC 102+(F04)	<sup>1</sup> HIST 101+(F16) + HIST 102+(F04)	<sup>1</sup> POSC 101+(F16) + POSC 102+(F04)
AS 101+(F16) + POSC 120+(F09)	HIST 101+(F04) + POSC 102+(F04)	POSC 101+(F16) + POSC 120+(F09)
AS 102+(F04) + CS 101+(F14)	HIST 101+(F16) + POSC 120+(F09)	RS 102+(F08) + POSC 102+(F04)
AS 102+(F04) + LS 240+(F16)	HIST 102+(F04) + LS 240+(F16)	

Courses: \_\_\_\_\_  Complete  In Progress  Need

<sup>1</sup>Course may be completed prior to approval date to partially satisfy the designated pair

**Competence in Health and Fitness** - A "C" grade or higher is required.

Complete **HE 100** and one fitness activity course: **HE 100L**; **KINE 128ABC**, **135ABC**, **140ABC**, **150ABC**; or **ACS 100** level intercollegiate sport; or **FIRE 151**; or Completion of **Police Academy**. See supplemental guide for exceptions, including military service.

Courses: \_\_\_\_\_  Complete  In Progress  Need

**Competence in Mathematics**

A grade of "C" or higher is required. Complete **MATH 56, 60, or 63**; or a higher-level **MATH** course. See supplemental guide for exceptions.

Courses: \_\_\_\_\_  Complete  In Progress  Need

**Multicultural Requirement** - Complete 3 semester units. The course must be on the approved list at the time of completion. Approved courses with effective dates may be found in the catalog or on the Supplemental Associate Degree Advising Guide. GE courses meeting this requirement are marked with an asterisk \* followed by their approval date. Non-GE courses meeting this requirement are:

**AJ 103\***; **CHDV 172\***; **CS 140\***; **IBUS 110\***; **LT 100\***; **NURS 103\*/217\***; **110\*/217\***; **SOC 170\***

Courses: \_\_\_\_\_  Complete  In Progress  Need

Legend: +(FXN) -Approval date of course for an area - course taken prior to date indicated may not be used for the GE area

\*[FXN] -Approval date of multicultural designation- course taken prior to date indicated may not be used to satisfy the multicultural requirement  
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**General Education Requirements**

Minimum 18 semester units required. No course may be used to satisfy more than one General Education Requirement

**Area A: Language and Rationality** - Minimum of 3 semester units from each group

**A1. English Composition** - "C" grade or higher is required.

**ENG 100**

Courses: \_\_\_\_\_  Complete  In Progress  Need

**A2. Communication and Analytical Thinking**

**BUS 110, 204+(F18); ENG 202, 203; GEOG 150; MATH 56, 60, 63, 100, 105, 106, 110, 115, 120, 130, 135, 140, 141, 200, 205, 206, 245; PHIL 113, 116, 200; PSYC 205; READ 120+(F04); SOC 205; SPCH 100, 105**

Courses: \_\_\_\_\_  Complete  In Progress  Need

**Area B: Natural Sciences** - Minimum of 3 semester units

**ANTH 100, 101; ASTR 100, 120; BIOL 100, 101, 102, 105, 106, 110, 114, 118, 120, 125, 126, 130, 131, 135+(F09), 140, 141, 145, 185, 200, 201, 210, 211+(F93), 212; CHEM 100, 104, 105, 110, 115, 205+(F07), 210+(F92), 220, 221; ENGR 210; ES 100, 115; GEOG 100, 110, 115+(F95), 125; GEOL 100, 110, 120, 150; NUTR 185; OCN 100; PHSC 100, 101; PHYS 101, 102, 120, 121, 200, 201, 230, 231, 232; PSYC 210**

Courses: \_\_\_\_\_  Complete  In Progress  Need

**Area C: Humanities** - Minimum of 3 semester units

**AIS 100\*[F97], 104\*[F09], 105\*[F99], 108A, 108B, 135, 145\*[F97], 146, 150\*[F97], 153, 154, 166A, 166B, 167A, 167B, 207A, 207B, 266A, 266B; AMS 100\*[F97], 105\*[F07]; ANTH 135\*[F17], 155; ARAB 101, 102, 201; ARCH 120, 121\*[F97], 122; ART 100, 102, 104, 105, 163+(F96), 164+(F96), 165, 166, 169; ASL 100, 101, 110\*[F17], 205, 206; CHIN 101, 102, 201; CINE 100, 102, 103, 110, 120, 122\*[F08], 123; CS 100, 105\*[F98], 155; DBA 100, 230; DNCE 100, 101\*[F98], 102\*[F06], 105\*[F99]; ENG 205, 210, 211, 215, 220, 221, 225, 226, 230, 240, 245, 250, 255, 260, 265, 270+(F92), 280\*[F02], 290; ESL 101, 102, 103; FASH 130; FREN 101, 102, 201, 202; GC 101, 102, 115\*[F12]; GERM 101, 102, 201, 202, 225; HIST 105, 106; HUM 100, 101; ID 115+(F03), 120+(F09); ITAL 101+(F97), 102, 201, 202, 225; JAPN 101, 102, 130, 201+(F97), 202+(F97); MCS 124, 125\*[F12]; MUS 100, 101, 102\*[F10], 103, 169+(F17), 171+(F96)\*[F98]; PHIL 111, 114, 121, 122, 125, 126, 140, 141, 250; PHOT 125; RS 101\*[F18], 104, 105, 108, 110\*[F97], 124; SPAN 101, 101A, 101B, 102, 201, 202, 211, 212, 235+(F14); TA 100\*[F18], 140, 141, 150.**

Courses: \_\_\_\_\_  Complete  In Progress  Need

**Area D: Social and Behavioral Sciences** - Minimum of 3 semester units

**AIS 101\*[F97], 102, 110\*[F98], 115\*[F97], 120\*[F97], 121\*[F16], 125\*[F97], 130, 140\*[F97], 165+(F96)\*[F99]; AJ 100; AMS 121\*[F16], 200+(F95)\*[F97]; ANTH 105\*[F97], 107\*[F16], 110, 115, 125, 126+(F96), 130, 137\*[F08], 140\*[F97]; AS 100\*[F16], 101\*[F16], 102\*[F16], 120\*[F98], 126+(F96); CHDV 100, 110, 115; COMM 100, 105\*[F98]; CS 101\*[F16], 102\*[F16]; ECON 100, 101, 102, 110, 115\*[F97], 120, 125; ENG 150; FCS 101; GCMW 100; GEOG 103, 105\*[F12]; HIST 101, 102, 107, 108, 121+(F07)\*[F99], 130\*[F97], 140\*[F03], 141\*[F03], 150+(F94)\*[F06], 151+(F94)\*[F06], 160; LS 121+(F05), 240+(F05)\*F00-X11; MCS 100\*[F98], 125, 160, 165\*[F98], 200+(F95)\*[F97]; PLS 121+(F05), 240+(F05)\*[F99-X11]; POSC 100, 101, 102, 110, 121, 240; PSYC 100, 105+(F05), 110, 120, 125, 130+(F95), 211, 225+(F07), 235+(F07); RS 102\*[F08], 103+(F18), 108; SOC 100, 105+(F05), 110, 115\*[F04], 125, 130\*[F08], 135\*[F11], 165\*[F14], 175\*[F18], 200+(F05)\*[F97]; SPCH 120, 131\*[F97]**

Courses: \_\_\_\_\_  Complete  In Progress  Need

**Area E: Lifelong Learning and Self-Development** - Minimum of 3 semester units

**AODS 150+(F08); BIOL 185; BUS 100, 136; CHDV 100+(F05); COUN 100, 110\*[F01], 115, 120\*[F01], 148\*[F17]; CSIT 105; FCS 105, 136; HE 100, 165; LT 120; NUTR 120\*[F15], 165, 185; PSYC 105, 115, 125, 145, 150+(F08); READ 110; SOC 105, 125, 130\*[F08], 145, 150+(F08); SPCH 115; \*Military Credit**

\*A minimum of 3 semester units of ACE recommended credit for completion of Basic/Recruit Training is required

Courses: \_\_\_\_\_  Complete  In Progress  Need

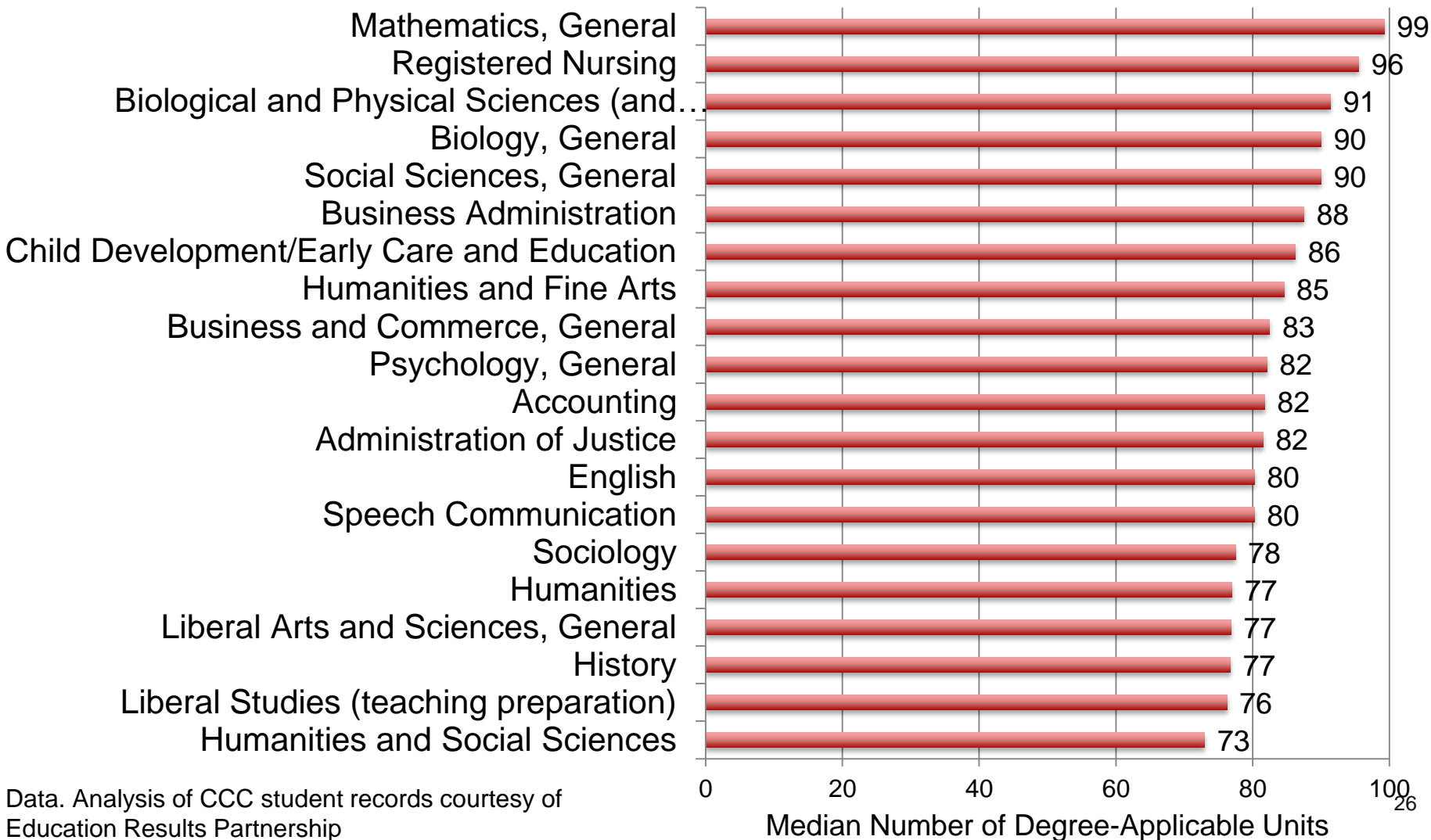
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# Returning Students Want to Know

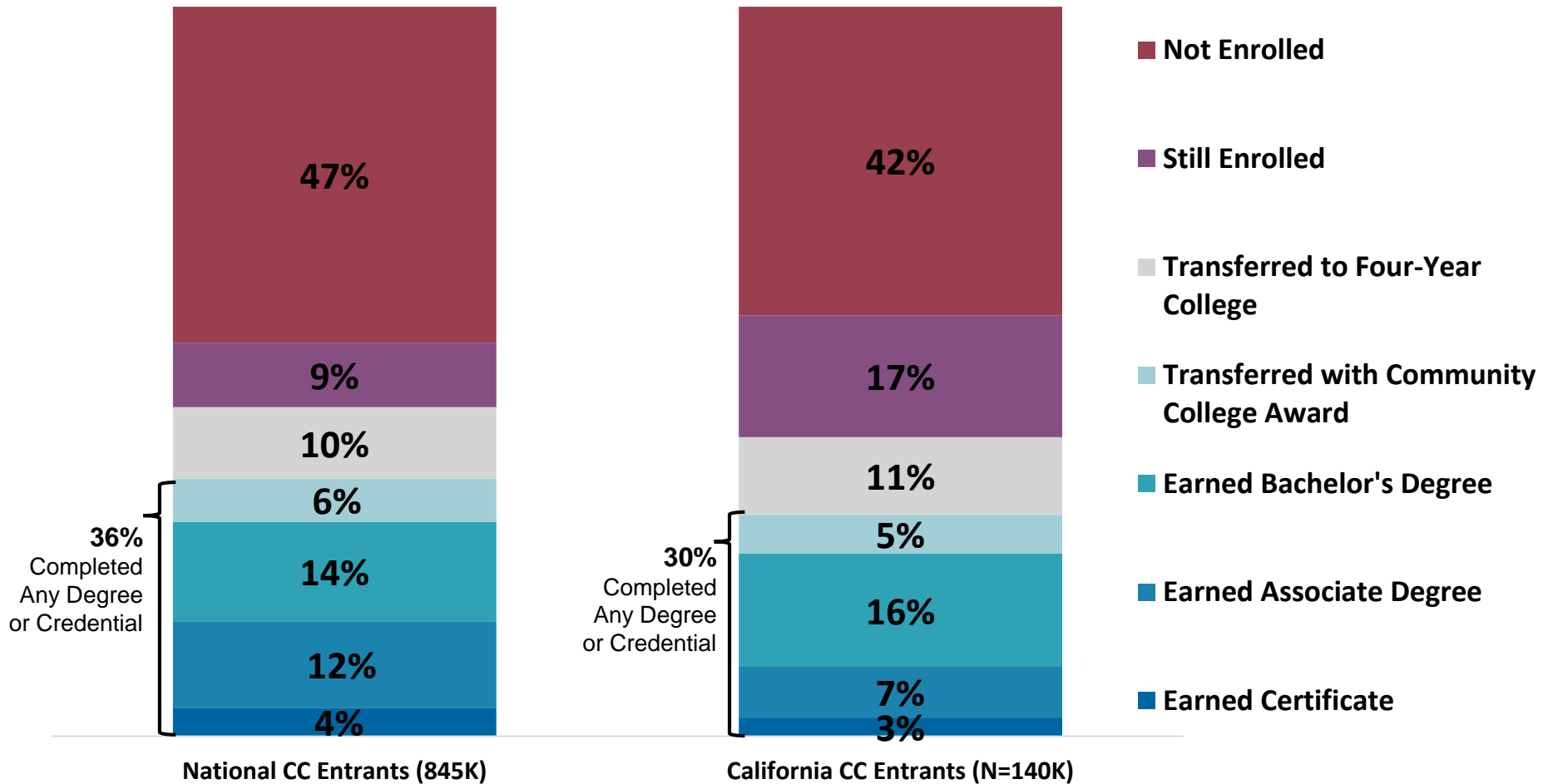
- How far along am I toward completing my program?
- How much more will I have to pay?
- What will I need to take next term and what will my schedule be?
- Will my credits transfer?
- What if I want to change programs?
- How can I finish quicker?
- How can I get work experience in my field of interest?

# Median credits earned by associate degree completers 20 CCC programs with the most completers in 2015-16



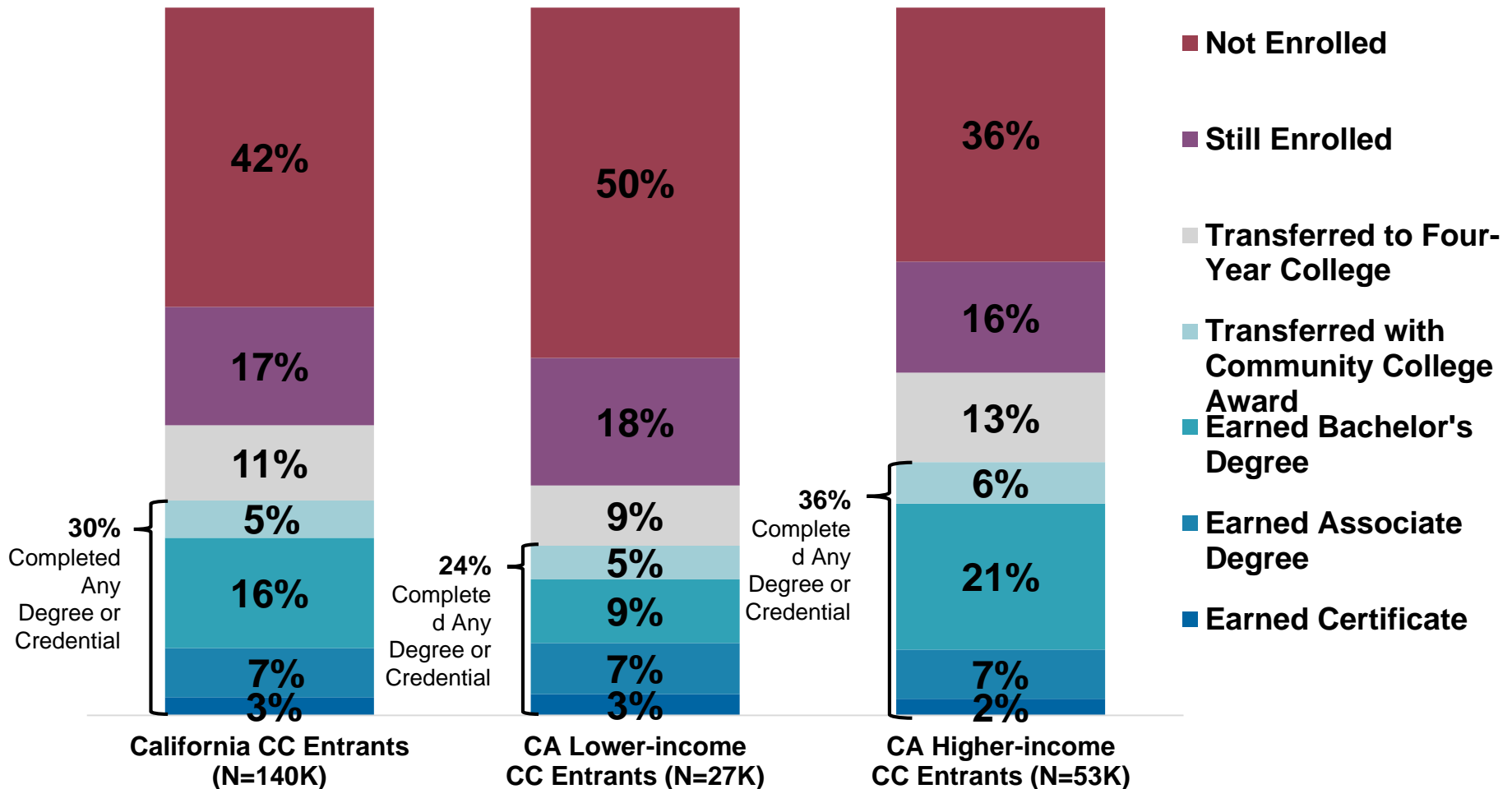
Data. Analysis of CCC student records courtesy of Education Results Partnership

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



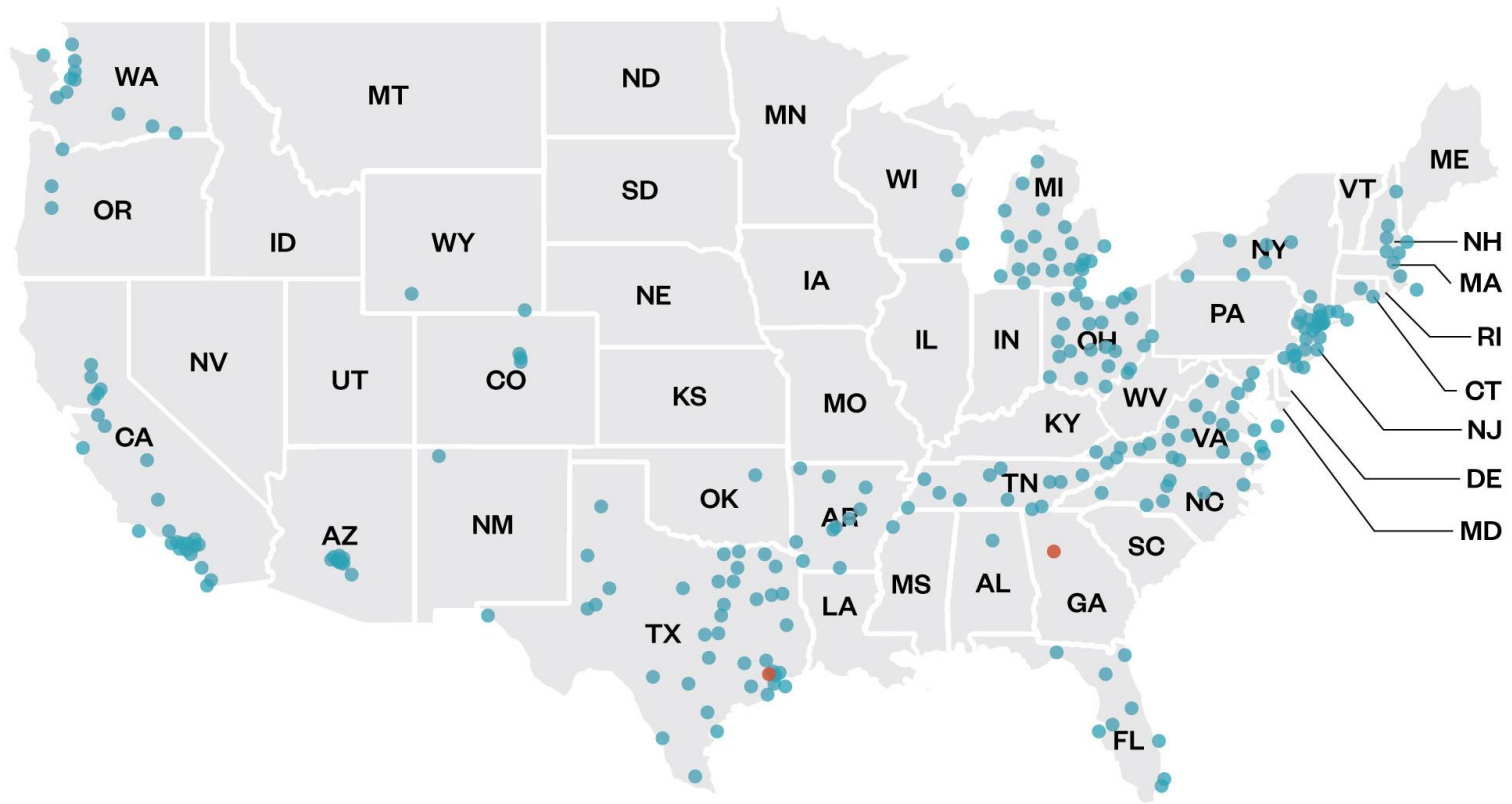
Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

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



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

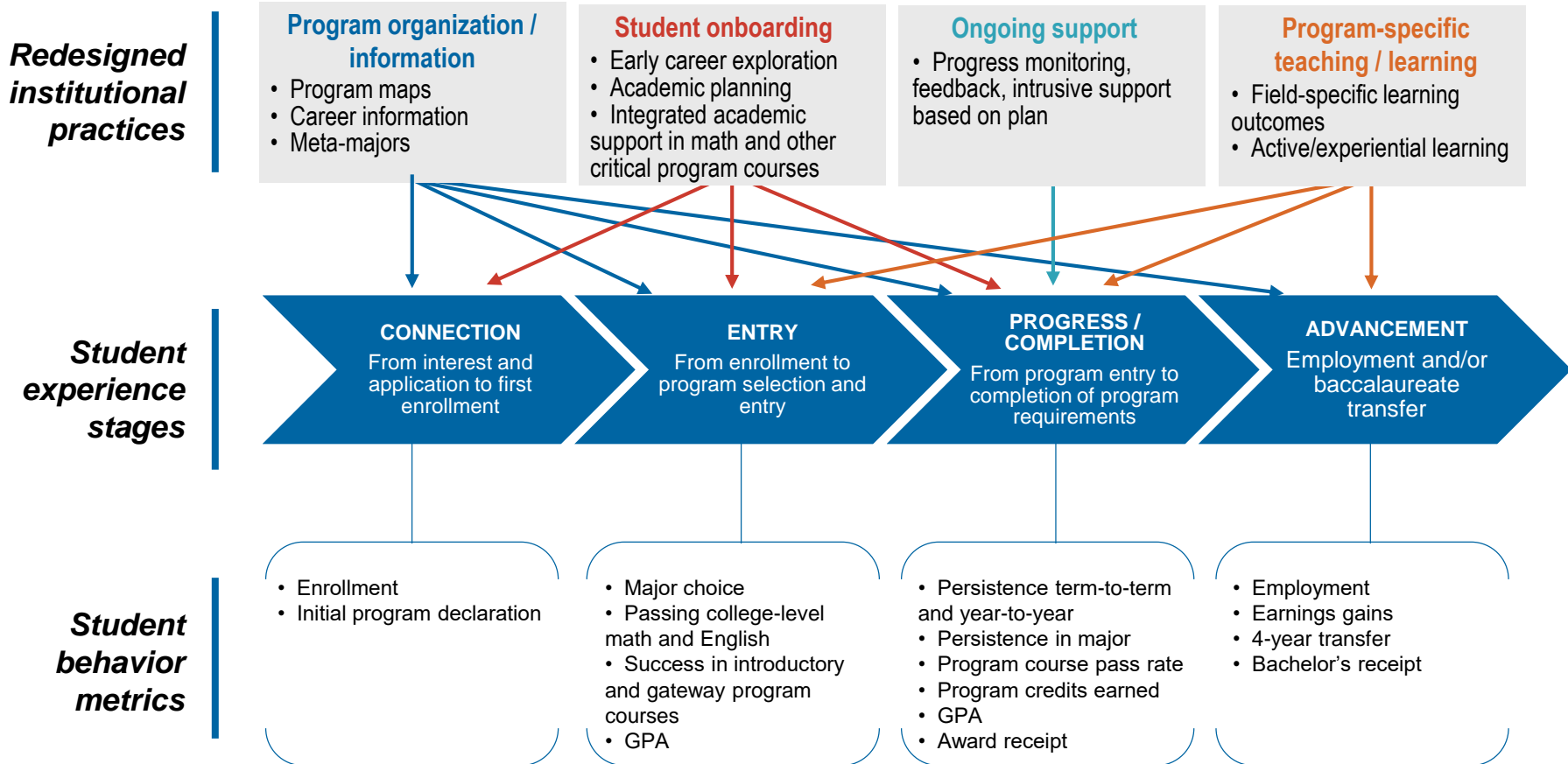
# A National Movement: Colleges Implementing Guided Pathways



**Institution Type**  
 ● Community College  
 ● University



# Guided Pathways Theory of Change



# What We Are Learning About Guided Pathways

## Part 1: A Reform Moves From Theory to Practice

By Davis Jenkins, Hana Lahr, John Fink, and Elizabeth Ganga

In their 2015 book, *Redesigning America's Community Colleges: A Clearer Success*, CCRC researchers Thomas Bailey, Shanna Smith Jaggars, and David that for community colleges to substantially improve graduation rates and completion among student groups, isolated programmatic interventions. Synthesizing two decades of research on community colleges—and drawing from behavioral economics, organizational behavior, and cognitive science—Bailey and Jenkins argued that colleges needed to fundamentally redesign their program services in ways that create clearer, more educationally coherent pathways to credentials that in turn prepare students for success in the workforce and further education in fields of economic importance to their regions.

These “guided pathways” reforms address a fundamental problem with how community colleges are organized: Because these colleges were founded with the mission of providing broad access to higher education on attracting students with dozens or hundreds of programs. But students use their own devices to pick a course of study and piece together their schedule, confusing and incoherent class lists and program information. In these “cafeteria” models, a majority of students do not complete a credential, and even those who do spend time and money on courses that do not count toward a community college bachelor’s degree. Advising and other supports are available, but students opt out, and the students who need these services most are often the least likely. Students from educationally and economically disadvantaged backgrounds are disproportionately represented at community colleges, are often poorly prepared to navigate the college experience, which exacerbates equity gaps.

At their core, guided pathways reforms involve clearly mapping program sequences, progress milestones, and program learning outcomes so that students know what they need to do to prepare for a career and further education and training of interest. With program maps as guides, students are supported from the start of their college experience to explore career and academic options, choose a path of study, and develop a full-program educational plan. The program maps sit

# What We Are Learning About Guided Pathways

## Part 2: Case Studies

By Davis Jenkins, Hana Lahr, John Fink, Elizabeth Ganga, Amy E. Brown, and Porshèa Patterson

Guided pathways reforms require colleges to rethink how they serve students. The case studies below examine how colleges are transforming their programs and support services by implementing guided pathways practices: meta-majors, career exploration, and career advising. Community colleges are participating in the American Association of Community Colleges’ Project, which is supporting more than 40 colleges nationwide to implement guided pathways reforms at scale.<sup>1</sup>

### How Cleveland State Community College Is Using Meta-Majors

*Meta-majors* are clusters of programs in similar academic areas that help students and others to understand a college’s offerings—what programs—and help students explore, choose, and plan a path of study. Meta-majors are aligned with local and regional labor market requirements and are used for redesigning key aspects of the student experience, including first-year seminar courses, and academic advising. Meta-majors are also emerging as a framework for marketing and recruitment, program improvement, and professional development.

Cleveland State Community College in Tennessee developed a model which it calls *career communities*, “from a student’s perspective, we organized programs into seven clusters based on students’ career and academic interests around the college’s four preexisting academic divisions. The clusters are: technologies; arts and humanities; business; education; health and behavioral science; technology, engineering, and math (STEM). As the model evolves, student services and institutional research staff are working to get feedback about the clusters and ensure that the categories are meaningful.”

The college has organized its website around these career communities, using a color and an icon. Students can browse the website by or by specific program. Career communities also have been used for materials. Welcome events, career fairs, and even commu-

# What We Are Learning About Guided Pathways

## Part 3: Timeline and Tips for Implementing Pathways Reforms

By Davis Jenkins, Hana Lahr, John Fink, and Elizabeth Ganga

Guided pathways reforms can take several years to implement at scale because they require a thoroughgoing redesign of a college’s major functions, including:

- organizing programs into career-focused meta-majors to enhance student recruitment and exploration and program improvement;
- mapping clear paths to degrees, employment, and further education in collaboration with employers and universities;
- structuring advising to help students choose, enter, and complete a program of study;
- rethinking academic support to enable students to take and pass critical program courses in their first year of college; and
- training faculty and staff to facilitate these reforms.

CCRC’s research on the implementation of guided pathways has revealed that these reforms often follow a similar pattern of development. Figure 1 shows the general stages of this process and an approximate timeline. In colleges where we have seen substantial improvements in student progression and completion, these improvements became noticeable after colleges began to implement the essential elements of the model in concert with one another.

This visualization represents an idealized conceptualization of the process and timeline based on our observations of colleges that were early adopters of the pathways model. No college will follow these stages precisely as outlined here, and the process is much messier (and probably less linear) in practice.

“In colleges where we have seen substantial improvements in student progression and completion, these improvements became noticeable after colleges began to implement the essential elements of the model in concert with one another.”

# Guided Pathways **Essential Practices**

- ✓ Organize, map and market all programs by career field
- ✓ Help all new students explore career options/interests and develop a full-program plan by end of term 1
- ✓ Schedule classes, monitor progress and provide feedback and support based on students' plans
- ✓ Embed active/experiential learning into every program
- ✓ Integrate and contextualize academic support into college program gateway courses
- ✓ Build pathways into high schools, starting with dual enrollment

# Early Adopter

Jackson College (MI)

## General Education/MTA Requirements

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

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

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

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

**Note from EMU:** Sign up with us! If you let us know you are using this articulation agreement, we can stay in touch with you and provide information and advising to you while you are still at your community college. Sign up at:

## Sample Course Map

This program map satisfies the Associate in Arts degree (AA) degree from Jackson College, the Michigan Transfer Agreement (MTA), and the liberal arts requirements for the Bachelor of Social Work (BSW) degree at Eastern Michigan University.

## SEMESTER 1

Course #	Course Name	Credits	Prerequisites
ENG 131	Writing Experience I	3	ENG 085 and ENG 091
PSY 140	Introduction to Psychology	4	ENG 085* and ENG 090*
MAT 130	Quantitative Reasoning	4	MAT 030
SEM 140	Seminar in Life Pathways	3	

## SEMESTER 2

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

## SEMESTER 3

Course #	Course Name	Credits	Prerequisites
GEO 132	World Regions	3	ENG 085* and ENG 090*
MUS 131	Understanding Music	3	ENG 085*
NSC 131	Contemporary Science	4	ENG 090* and MAT 020* or higher
PSY 251	Abnormal Psychology	3	PSY 140

## SEMESTER 4

Course #	Course Name	Credits	Prerequisites
ENG 249	African-American Literature	3	ENG 085* and ENG 131
HUM 131	Cultural Connections	3	ENG 085 and ENG 091
PSY 245	Infancy and Childhood	3	PSY 140
SOC 236	Women in a Changing Society	3	ENG 085* and ENG 131

MTA is completed at the end of this term

## SEMESTER 5

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

AA is completed at the end of this term

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Jackson College Pathways

Business and Computer Technology

Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Sciences

Careers in this path are related to the promotion of health treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law enforcement, leisure and recreation, military, religious, child care, social services, personal services.

Jackson College Pathways with Michigan Career Pathways Information

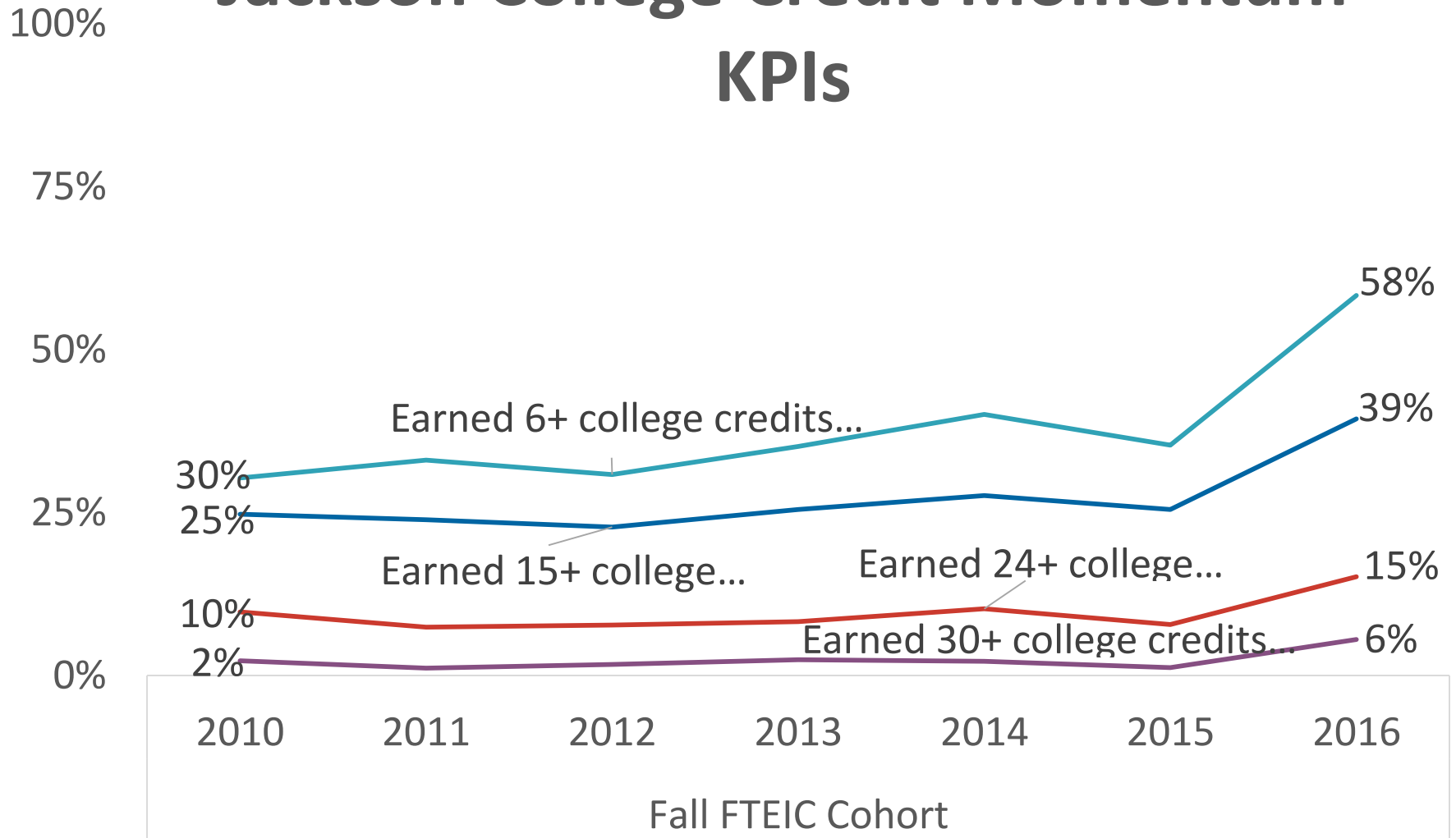
Jackson College Pathways	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Education Required
<p><b>Liberal Arts</b></p> <p>Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.</p>	<p>Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!</p>	<p>Advertising and Public Relations Creative Writing Film Production Foreign Languages Journalism Radio and TV Broadcasting</p>	<p>Journalism Graphic Arts Language Arts Fine Arts Courses (Arts, Drama, Music) Architectural Drafting and Design Sculpture Photography</p>	<p>Public Relations Executive <b>UG</b> Dancer <b>D</b> Film Producer <b>HS</b> Fashion Designer <b>UG</b> Journalist <b>UG</b> Radio and TV Broadcaster <b>HS</b></p>
<p><b>Science, Engineering, and Math (STEM)</b></p>	<p>Do you love science, and understanding how things work? Do you like to invent and design things? Do you enjoy working with numbers and data? This could be the career path for you!</p>	<p>Life Sciences Physical Sciences Lab. &amp; Medical Technology Computer Science Architecture Engineering and Related Technologies Math &amp; Data Analysis</p>	<p>Biology Chemistry Physics/Astronomy Environmental Science Computer Science Engineering Mathematics</p>	<p>Physical Scientist Life Scientist Architect <b>G</b> Engineer <b>G</b> Chemical Engineer <b>UG</b> Software Engineer <b>UG</b> Web Designer Mathematician <b>G</b> Actuary <b>G</b></p>
<p><b>Skilled Trades and Agriculture</b></p> <p>Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.</p>	<p>Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? Do you like to garden or mow the lawn? This may be the career path for you!</p>	<p>Precision Production Mechanics and Repair Manufacturing Technology Drafting Construction Agriculture</p>	<p>Drafting Science Robotics Machine Tools Physical Sciences/Physics Industrial/Mechanical Drafting Math Electronics Agriculture</p>	<p>Plumber <b>HS</b> Electrician <b>HS</b> Air Traffic Controller <b>HS</b> Auto Mechanic <b>HS</b> Draftsman <b>HS</b> Surveyor <b>HS</b> Geographer <b>UG</b> Farmer <b>HS</b> Landscape <b>D</b></p>

Education Level Key: High School Diploma: **D**, 1 to 2 Years Past High School: **HS** Undergraduate Degree: **UG** Graduate Degree: **G**

Source: [https://www.michigan.gov/documents/pathways\\_8310\\_7.html](https://www.michigan.gov/documents/pathways_8310_7.html)

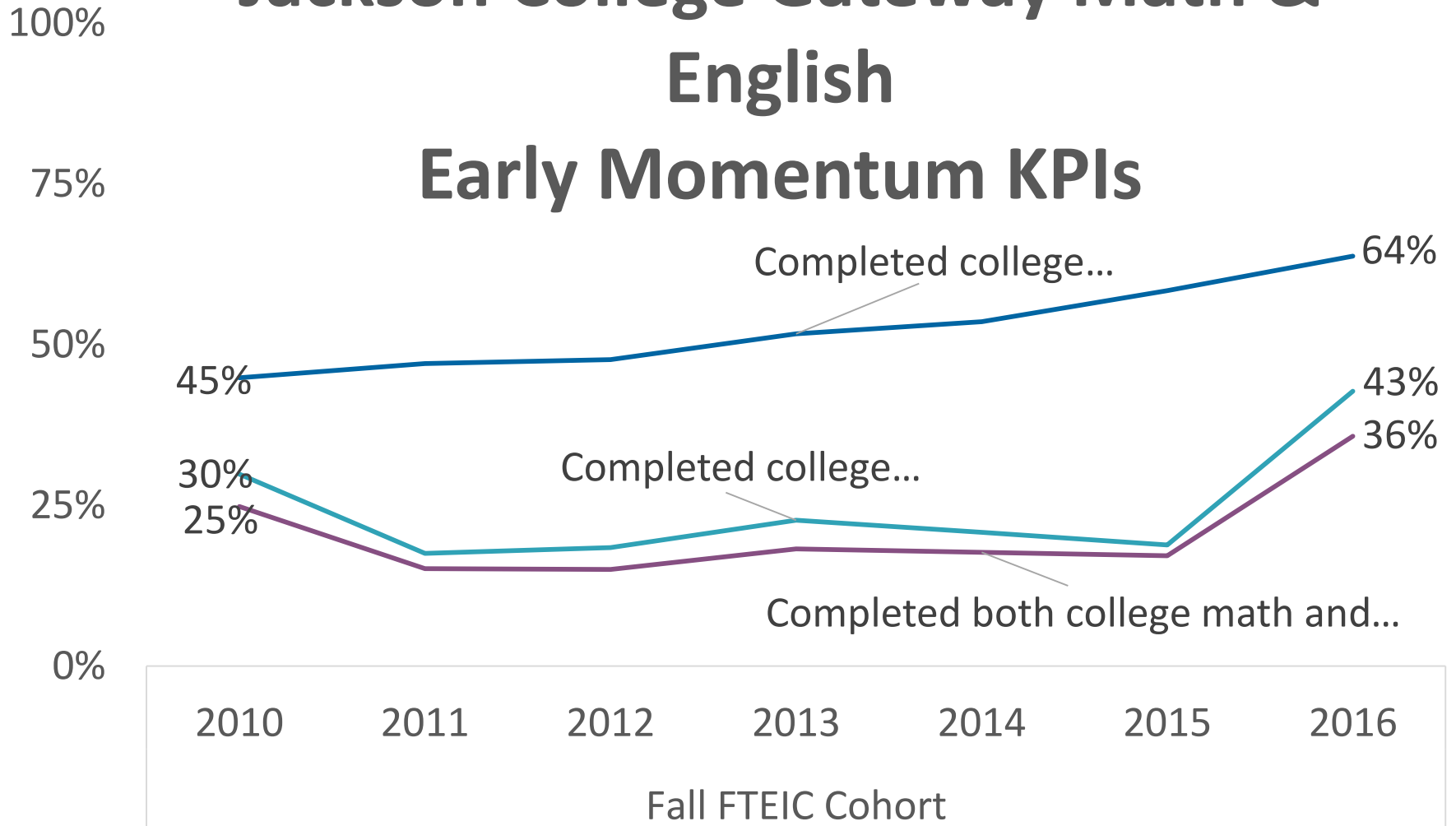


# Jackson College Credit Momentum KPIs



# Jackson College Gateway Math & English

## Early Momentum KPIs



# Pathways Discussion Starters

- a) How do we currently help our students explore career/college options, choose a direction and develop plan, pass program gateway courses, and make timely progress toward completion?
- b) How would we like the student experience in a) to change?
- c) What are we currently doing well that we could build on in implementing pathways at scale?
- d) Whom do we need to engage for the needed changes to happen?

# Find Out More

- **AACC, CCRC & NCII websites:**
  - ✓ <https://www.aacc.nche.edu/programs/aacc-pathways-project/>
  - ✓ <https://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html>
  - ✓ [www.ncii-improve.com](http://www.ncii-improve.com)
- **Presenters emails:** [davisjenkins@gmail.com](mailto:davisjenkins@gmail.com)  
[gschmidt@aacc.nche.edu](mailto:gschmidt@aacc.nche.edu)   [rob@ncii-improve.com](mailto:rob@ncii-improve.com)

